

JACKSON PUBLIC SCHOOLS

2025-2026
SCHOLAR HANDBOOK

JACKSON
PUBLIC SCHOOLS
Transforming lives through excellent education

JACKSON
PUBLIC SCHOOLS

Scholar Handbook:

Rights, Responsibilities, and Code of Conduct

2025-2026

Equal Educational Opportunities

The Jackson Public School District grants equal educational opportunities to all qualified persons regardless of race, creed, color, sex, national origin, marital status, religion, or disability. It is the intent of the Board of Trustees that equal educational opportunities be provided in any and all educational programs and activities. All inquiries regarding The Jackson Public School District's nondiscrimination policies, requests for copies of grievance procedures, and filing of grievances should be submitted to the —

Office of General Counsel
662 South President Street
Jackson, MS 39201
(601) 960–8916 (phone)
(601) 960–8545 (fax)

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JACKSON
PUBLIC SCHOOLS
Transforming lives through excellent education

Errick L. Greene, Ed.D.
Superintendent

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Dear JPS Community,

Welcome to the 2025–2026 school year! Whether you're returning or joining us for the first time, we are thrilled to have you as part of the JPS family.

Rooted in our commitment to JPS Joy, driven by organizational effectiveness, and focused on high academic success, Jackson Public Schools is proud to celebrate increased performance and our continued commitment to excellence in education. With ongoing investments in our people, programs, facilities, and technology, JPS is building a future where every scholar can thrive.

We believe in creating joyful learning environments filled with caring and capable adults, where scholars are empowered to reach their full potential. Through innovative instruction, engaging special programming, and a district-wide culture of high expectations, we are positioning JPS as the district of choice for Jackson families.

To support a safe, respectful, and effective learning environment, the Scholar Handbook outlines the district-wide expectations and policies that guide our daily practices. Grounded in our core values: **Equity, Excellence, Relationships, Growth Mindset, Relevance**, and **a Positive and Respectful Culture**—this resource aims to foster a shared understanding and ensure consistency across our schools.

We ask that all scholars and families review the handbook carefully and partner with us to maintain the high standards that make JPS great. Your support and collaboration are essential as we work together to provide every scholar with a world-class education.

Thank you for choosing Jackson Public Schools. We look forward to an amazing school year, and we continue to believe in the great power of people and possibilities.

Sincerely,

Errick L. Greene, Ed.D.
Superintendent

HANDBOOK GOALS

Developing world-class students and guiding student behavior are the cornerstones of this handbook. The contents of the revised ***Scholar Handbook: Rights, Responsibilities, and Code of Conduct*** are in effect during regularly scheduled school hours, as well as at other times and places, including school sponsored events, field trips and athletic functions where school administrators have authority over students or the behavior has a direct effect on the order of the school. Policies and procedures contained within this handbook are subject to modification by the Jackson Public School District's Board of Trustees as deemed necessary.

The goals of the handbook are to—

- Share policies, procedures, and best practices to ensure that students and parents understand and support our goal of academic excellence and a high-quality education for all students.
- Share expectations of respectful and responsible behaviors;
- Share school and community resources for students, parents, and families;
- Identify steps of responses and interventions regarding student behavior; and
- Provide the student appeals process and procedures for disciplinary action.

Copies of the handbook will be available in your school's main office, the library, the counselor's office, and in each classroom. Please use this handbook as a guide for maintaining a positive learning environment.

CONSENT UPON REGISTRATION

By registration of your child (children) or any student in the Jackson Public School District, all parents, legal guardians, and students do hereby consent to and agree to obey and follow rules and regulations contained in the ***Scholar Handbook: Rights, Responsibilities, and Code of Conduct*** to carry out the orderly educational process of the school. Further, such parents, legal guardians, and students agree to abide by and follow all procedures and/or school board policies as are obtained in the official policy handbook located in the Office of District Counsel, located at 662 South President Street, Jackson, MS 39201.

SCHOLAR CONDUCT

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

JACKSON PUBLIC SCHOOLS

Transforming lives through excellent education

Vision

We prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

Mission

We develop scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

Core Values

We believe in the importance of equity, excellence, a growth mindset, relationships, relevance, and positive respectful cultures.

FREQUENTLY CALLED NUMBERS IN DISTRICT

Deputy Superintendent

(601) 960-8738

Assistant Superintendent – Elementary

(601) 960-8874

Assistant Superintendent – Middle

(601) 960-8869

Assistant Superintendent – High

(601) 960-8730

Child Nutrition

(601) 960-8911

Climate and Wellness

(601) 960-8705

Counseling Services

(601) 960-8853

Enrollment Education Services

(601) 960-8852

Exceptional Education Services

(601) 960-8868

Human Resources

(601) 960-8745

Public Engagement

(601) 960-8771

Parent and Family Engagement Center

(601) 960-8904

Teacher Resource Center

(601) 960-8320

Transportation

(601) 960-8919

DISTRICT CALENDAR AT-A-GLANCE

2025-2026

July 4, 2025	**Independence Holiday** (Districtwide Closure)
July 23, 2025	First Day for Teachers
July 25, 2025	JPS District Convocation
July 28, 2025	First Day for Scholars
August 15, 2025	Professional Development for Teachers **(No School for Scholars)**
September 1, 2025	**Labor Day** (Districtwide Closure)
September 12, 2025	Teacher Professional Development Day **(No School for Scholars)**
September 23, 2025*	Professional Development for Teachers **(80% Day for Scholars)**
October 6-10, 2025	**Fall Break** (Districtwide Closure)
October 15, 2025	Parent-Teacher Conference Day (PM) (60% Day for Scholars)
October 28, 2025*	Professional Development for Teachers **(80% Day for Scholars)**
November 14, 2025	Professional Development for Teachers **(No School for Scholars)**
November 24-28, 2025	**Thanksgiving Break** (Districtwide closure)
December 19, 2025-January 2, 2026	**Winter Holiday Break** (Districtwide Closure)
January 5, 2026	Teacher, Staff & Scholars Return
January 16, 2026	Teacher Professional Development Day **(No School for Scholars)**
January 19, 2026	**Martin Luther King Jr. Day** (Districtwide Closure)
January 27, 2026*	Teacher Professional Development Day **(80% Day for Scholars)**
February 13, 2026	Teacher Professional Development Day **(No School for Scholars)**
February 24, 2026*	Professional Development for Teachers **(80% Day for Scholars)**
March 9-13, 2026	**Spring Break** (Districtwide Closure)
March 18, 2026	Parent Teacher Conference Day (PM) (60% Day for Scholars)
March 24, 2026*	Professional Development for Teachers **(80% day for Scholars)**
April 3-6, 2026**	Easter Break (Districtwide Closure)
April 28, 2026*	Professional Development for Teachers **(80% day for Scholars)**
May 22, 2026	Last Day for Scholars
May 25, 2026	**Memorial Day** (Districtwide Closure)
May 26 & 27, 2026	High School Graduations
May 27, 2026	Last Day for Teachers
June 19, 2026	**Juneteenth Holiday** (Districtwide Closure)
June 1-26, 2026	Summer School
June 26, 2026	Summer Graduation

***Professional Development Days**: In general, school hours for Professional Development will follow the **80% Schedule or the 60% Day Schedule**

** **Inclement Weather Days**: The District will delay the start of school, when possible, to address inclement weather if necessary. If additional inclement weather days are needed, adjustments to the calendar will be made.

Related Polices:

- EBAA-Emergency Closing of Schools (AFA)
- EBAA-Emergency Closing of Schools (AFA) Procedures

EMERGENCY CLOSING OF SCHOOLS

—Board Policy AFA / EBA

The Board of Trustees authorizes the superintendent to close the schools in the event of hazardous weather or emergencies that threaten the safety of the students, staff, or school property. Student safety is a primary goal of the Jackson Public School District. At all times, weather conditions are monitored to ensure that students can be safely transported to schools and returned home. Parents and the community are informed via the parent messaging system, district social media such as Facebook and Twitter, the district's website, and local news.

DISTRICT TERMS, MIDTERM PROGRESS & REPORT CARDS

2025-2026

TERM	BEGINS	MID-TERM REPORTS	ENDS	REPORT CARDS
1	July 28, 2025	September 4, 2025	September 30, 2025	October 15, 2025
2	October 1, 2025	November 6, 2025	December 18, 2025	January 13, 2026
3	January 5, 2026	February 10, 2026	March 6, 2026	March 18, 2026
4	March 16, 2026	April 24, 2026	May 22, 2026	May 27, 2026

SECTION 1: INTRODUCTION

Under the leadership of the Board of Trustees, Jackson Public Schools is committed to graduating all students to be college and/or career-ready. This is achieved through fostering positive, nurturing, and engaging learning environments. We aim to equip our students with the knowledge, skills, and resources to compete on a global level. We are also committed to maintaining a safe school environment for students and teachers.

This handbook provides a framework for academic standards and positive student behavior. The contents promote positive, supportive, and inclusive learning environments that maximize students' academic achievement and minimize students' behavior issues. It explains the expectations, rights, and responsibilities of all members of the school community. The handbook creates a structure where students, parents, and teachers forge education partnerships and relationships critical to students' success.

Good conduct and behavior are essential to academic success; however, good behavior is not something that just happens. Expected behaviors – like reading and mathematics – must be taught. We believe that it is possible to maintain positive and respectful cultures and learning environments without excluding students from school, except in the most severe instances. Three words provide the recipe for expected conduct in JPS: Prevention, Intervention, and Progress Monitoring. Utilizing a common-sense, age-appropriate, 8-step approach, school environments will thrive. As behavior improves, academic performance improves.

SECTION 2: ADMISSION

To facilitate student enrollment, the Jackson Public School District has implemented an online enrollment form using the Online Student Registration (OSR) platform supported by Central Access (CA). The online form serves as the district's official registration enrollment document for acquiring entrance to the Jackson Public School District to confirm school attendance as stipulated by the Mississippi Compulsory Attendance Law 37-13-91 and Board Policy JB on school admission.

SCHOOL ADMISSION

—Board Policy JB

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

AGE

—Board Policy JBA

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

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

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

BIRTH CERTIFICATE

—Board Policy JBB

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

IMMUNIZATIONS

—Board Policy JBC

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

Any child seeking admission or enrollment may seek a medical or religious exemption from the vaccination requirement. In order to see an exemption, the parent or guardian must complete and submit the appropriate form to the Mississippi State Department of Health.

Once all requirements have been met, the Mississippi State Department of Health will issue a Certificate of medical/religious exemption (Form 122) to the parent or guardian. That form must then be presented to the district. The district will not acknowledge any medical or religious exemption without the appropriate form on file in the central office.

Children with a Certificate of Medical/Religious Exemption who are not adequately immunized will be excluded from school if there is a threat of vaccine preventable diseases occurring in the community. The child will be excluded until the infectious disease is no longer present or is no longer a threat to the safety and welfare of the child or other children in the school.

Please visit the district's website for full components of Policy JBC.

BONA FIDE RESIDENCE

—Board Policy JBE

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

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

Initial Enrollment Documents (Students new to the district)

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

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

Proof of Residency Documents

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

Group One:

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

Group Two:

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

Group Three:

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

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

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

Students Living with Adults Other Than Parents or Legal Guardians

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

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

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

The district resident must provide the school with an affidavit stating his / her relationship to the student and that the student will be living at his / her abode full-time and provide documentation fully explaining the reason (other than school attendance zone or district preference) for this arrangement. The Board of Trustees, the district, or its designee shall make the necessary factual determination. Whenever appropriate, the person who has assumed responsibility for the care and custody of the child shall be encouraged to obtain legal guardianship of the child.

District Requirements

The requirements as stated in Section II are minimal and the school district reserves the right to require additional documentation and verification at any time. The principal of a school is responsible that only students eligible to attend that school are in fact enrolled and attending. The school district shall maintain a file, which contains the written instrument identifying the type of documents used to verify each student's residency and copies of any relevant guardianship petition or decree.

Transferred Students

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

Non-Compliance

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

DISTRICT-TO-DISTRICT TRANSFERS

—Board Policy JBG

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

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

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

PUPIL TRANSFER- INSIDE DISTRICT

—Board Policy JBH

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

A. Space availability as determined by current building capacity

B. Enrollment in a special program created by the district (i.e., Magnet Program).

C. Enrollment in a regular program offering, i.e., language, not offered in the school of legal residence.

D. Brothers and / or sisters of special education pupils may be enrolled at school to which the special education pupil is assigned.

E. A pupil in the junior or senior year of school or last year of middle or elementary school whose parents move to another zone may request transfer to present school of attendance but must provide his// her own transportation.

F. Elementary pupil residing in a subzone choosing to attend the designated neighborhood school.

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

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

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

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

ADMISSION OF TRANSFER STUDENTS

—Board Policy JBO

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

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

RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS

—Board Policy JBPA

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

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

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

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

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

STUDENT WITHDRAWAL FROM SCHOOL

—Board Policy JBP

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

ENGLISH LEARNERS

—Board Policy IKD
Title III, Part A of the *Every Student Succeeds Act*

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

An **English Learner (EL)** is a student—

- who is aged 3-21;
- who is enrolled or preparing to enroll in an elementary or secondary school;
- who was not born in the United States OR whose native language is a language other than English; and
- where difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
  - the ability in meeting the State's proficient level of achievement on State assessments described in section 1111(b)(3)
  - the ability to successfully achieve in classrooms where the language of instruction is English; and
  - the opportunity to participate fully in society.

An **Immigrant** student—

- is ages 3 through 21;
- was not born in any state or U.S. territory; and
- has not been attending one or more schools in any one or more states for more than three full academic years.

HOMELESS CHILDREN AND YOUTH

—Board Policy JCR
Title IX, Part A of the *Every Student Succeeds Act*

The Jackson Public School District is dedicated to ensuring each child who is homeless has equal access to the same free, appropriate public education available to other students. This commitment includes services to preschool students and unaccompanied youth who are homeless.

The term homeless children and youth—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and 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 (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Requirements

All school districts are required to maintain compliance with the McKinney-Vento Act which provides specific rights for homeless students. Every school district must designate a McKinney-Vento Liaison to assist in identifying, supporting, and ensuring the rights of homeless students and families. These rights include waiving certain requirements, such as proof of residency, when students are enrolling and allowing categorical eligibility for certain services, such as free lunch. The Act also states—

- Students who are homeless may attend their school of origin or the school where they are temporarily residing.
- Parents or guardians of homeless students must be informed of educational and related opportunities.
- Students who are homeless may enroll without school, medical, or similar records.
- Students who are homeless and their families receive referrals to health, dental, mental health, substance abuse, housing, and other needed services.
- Students who are homeless have a right to transportation to school.
- Students must be provided a statement explaining why they are denied any service or enrollment.
- Students must be enrolled in school and receive services, such as transportation, while disputes are being settled.
- Students are automatically eligible for Title I services.
- School districts must reserve a portion of Title IA funds to serve homeless students.
- School districts must review and revise policies that serve as barriers to homeless students.
- Schools must post information in the community regarding the rights of homeless students and unaccompanied youth in schools and other places where homeless families may frequent and written in a language they can understand.
- School districts must identify a McKinney-Vento Liaison to assist students and their families.

The McKinney-Vento Homeless Assistance Act (Act) acknowledges that disputes may arise between the district and the parent or guardian of a homeless child or youth, or unaccompanied youth, when the district seeks to place him or her in a school other than the school of origin or the one requested by the parent, guardian, or unaccompanied youth. Guidance regarding the definition of homeless, the responsibilities of the LEA in serving homeless children and youth, school selection, eligibility and enrollment is provided in the Act.

The following procedures are specified in the Act—

a. Enrollment: Immediately enroll the homeless child or youth in the school preferred by the parent, guardian or unaccompanied youth until the dispute is settled and all available appeals have been exhausted. The statutory definition of "enroll" includes attending classes and participating fully in school activities.

b. Written explanation: Written explanations provided by the LEA shall be in a manner and form understandable to the parent, guardian, or unaccompanied youth of any decisions related to school selection, eligibility or enrollment made by the school or LEA, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.

c. Parent/Guardian/Unaccompanied Youth Rights: It is the responsibility of the district to inform the parent or guardian, or unaccompanied youth of the McKinney-Vento rights and the dispute resolution process. While the dispute is being resolved, the child or children in question must be enrolled in school and receive all services for which they are eligible, including transportation services. If the dispute is concerning the school of "best interest," the child must be enrolled in the school preferred by the parent/guardian or unaccompanied youth.

MIGRANT EDUCATION PROGRAM

—Title I, Part C of the *Every Student Succeeds Act*

The Jackson Public School District supports high quality education programs for migratory children by ensuring that children of migrant workers have access to and benefit from the same free, appropriate public education, provided to other children. Migratory children are provided with appropriate education services, including supportive services, that address their special needs so that they receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

A **migratory** child is a child—

- who is ages 3 through 21; or
- whose parent, spouse, or guardian is, a migratory agricultural worker or migratory fisher, and who, in the preceding 36 months, has moved from one school district to another, to obtain or accompany such parent, spouse, or guardian, in order to obtain temporary or seasonal employment in agricultural or fishing work as a principle means of livelihood.

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

—Board Policy JCT

The Jackson Public School District seeks to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation provided to other students, as required by law. Educational stability has a lasting impact on student's academic achievement and community efforts to ensure that scholars in foster care have access to a high-quality, stable education. For additional information, please refer to the district's website and Board Policy JCT.

NEGLECTED, DELINQUENT, OR AT-RISK CHILDREN AND YOUTH

—Title I, Part D of the Every *Student Succeeds Act*

The Jackson Public School District aims to improve educational programs and services for neglected, delinquent, or at-risk children and youth.

The term 'neglected,' when used with respect to a child, youth, or student, means an individual who has been committed to an institution (other than a foster home) or voluntarily placed under applicable State law due to abandonment, neglect, or death of his or her parents or guardians.

The term 'delinquent,' when used with respect to a child, youth, or student means an individual who resides in a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

The term 'at-risk,' when used with respect to a child, youth, or student, means a school-aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

The Jackson Public School District's goals are to—

1. Improve educational services for children and youth in local, tribal, and state institutions for neglected and delinquent children and youth to provide an opportunity to meet the Mississippi College and Career Readiness Standards;
2. Provide such children and youth with the services needed to make a successful transition from institutionalization for further schools or employment; and
3. Prevent at-risk youth from dropping out of school and provide dropouts and children and youth returning from correctional facilities or institutions with a support system to ensure their continued education and family and community involvement.

REPORTING CHILD ABUSE OR NEGLECT

—Board Policy JD

Any person who has reasonable cause to suspect that child abuse is occurring shall report such information to the Department of Human Services. The information may be based on physical and behavioral indicators as well as other sources of knowledge. The report and identity of the party and reporter are confidential except when the court in which the testimony is filed, in its discretion, determines the testimony of the person reporting to be material to a judicial proceeding.

Child abuse should be suspected when a child shows such physical signs as bruises, scars or burns, has injuries which might have resulted from being beaten, or shows other indicators of cruel and abusive treatment.

Child neglect exists when a child is discovered to be in any one or combination of these situations—

1. abandoned;
2. poorly clothed, malnourished or ill-fed;
3. ill without medical attention;
4. overworked or otherwise exploited; and
5. lacking love, care, guidance, and protection.

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

ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA

— Board Policy JCFA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The Family Educational Rights and Privacy Act gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

The Jackson Public School District means of notification of rights under FERPA is the annual publication, *Student Handbook: Rights, Responsibilities, and Code of Conduct.*

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

SCHOLAR RECORDS

—Board Policy JCE

The school district desires to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) which guarantees to parents and students the right to access education records and imposes limits upon the release of education records to others.

"Educational records" (as defined below) will be maintained for each scholar. Access to these records will be permitted only to the parent, legal guardian, authorized school personnel and other persons or organizations as permitted under the Act for educational purposes.

Access by other persons will be granted only through written permission from the parent or guardian or in response to a lawfully issued subpoena. A record of each time a person accesses a scholar's educational record will also be maintained in the permanent records of the scholar.

Parents have a right to inspect the education records of their children, within a reasonable period of time after a request is made, but not longer than forty-five (45) days shall elapse between the request and the inspection. A parent will be provided an opportunity to challenge the contents of the education records in a conference with the principal. If no resolution results from the conference, a parent may request a hearing before an administrative employee and prepare a written statement for inclusion in the record of their children.

"Directory information" (on page 2) relating to scholars may be released or published from time to time without the specific consent of parents or legal guardian. If a parent does not wish to have certain directory information relating to a child made public, then the parent will be allowed an opportunity to have the information deleted from the school publication intended.

"Educational records" maintained by this district include:
Cumulative folder
Permanent record
Grade reports -School Register
Attendance data
Discipline records
Personal interest surveys
Special education reports
Other similar records

"Directory information" may include (a) the scholar's name, (b) address, (c) telephone listing, (d) date of birth, (e) place of birth, (f) program of studies, (g) participation in activities and sports, (h) weight and height of members of athletic teams (i) years of attendance and graduation, (j) honors and awards received, (k) most recent previous educational institution attended, and (l) other similar data.

For additional information, see the district website and policy JCF.

TRANSCRIPTS

—Board Policy JCE

Upon request the student shall be granted two transcripts which will be sent to any designated college, training agency, employment office, or the student without charge. When more than two are requested, additional copies shall be furnished upon payment of a transcript fee per copy. Transcript fees shall be paid at the time requests are made to the Office of Records. Upon payment of the transcript fee, a receipt shall be issued to the student. When transcripts are required by colleges to supplement partial listings of high school credits previously filed with the college by the school office, no charge shall be made to the student for the final copy. The policy governing the fee for transcripts applies to requests from students to furnish transcripts to sources classified as colleges, universities and/ or other institutions of higher learning, military services, or prospective employers who request high school records. School initiated transcripts to other sources will be authorized by the high school principal on the basis of the purposes to be served by the school and without cost to the student. No requests for a transcript will be granted unless given prior approval by the person named in the request.

CONFIDENTIALITY

Confidentiality is necessary to create an atmosphere of trust, understanding, and respect between the students and the school faculty. School staff shall exercise professional judgment on confidentiality. To preserve an atmosphere of learning and in the best interest of the students, the source of information obtained will be labeled confidential.

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

SECTION 3: ATTENDANCE

—Board Policy JBL

MINIMUM SCHOOL DAY, SCHOOL ATTENDANCE, TARDINESS AND EXCUSES

SECTION I: MINIMUM SCHOOL DAY

House Bill 1530 amends Miss. Code Ann. § 37-13-91, known as the Mississippi Compulsory School Attendance Law, to provide that a compulsory-school-age child who is absent more than 37% of the instructional day must be considered absent the entire day. Therefore, for the purposes of determining and reporting attendance, a scholar must be present for at least sixty-three percent (63%) of the instructional day to be considered present the entire school day.

The instructional day is therefore defined as a school day in which both teachers and scholars are in regular attendance for scheduled classroom instruction for not less than sixty-three percent (63%) of the required instructional time, as fixed by the local school board for each school in the school district. The school board will review and approve the instructional time for each school in the school district annually prior to the beginning of the school year.

SECTION II: SCHOOL ATTENDANCE

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

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

(a) When a compulsory-school-age child is physically, mentally or emotionally incapable of attending school as determined by the appropriate school official based upon sufficient medical documentation.

(b) When a compulsory-school-age child is enrolled in and pursuing a course of special education, remedial education, or education for handicapped or physically or mentally disadvantaged children.

(c) When a compulsory-school-age child is being educated in a legitimate home instruction program.

The parent, guardian or custodian of a compulsory-school-age child described in this subsection, or the parent, guardian or custodian of a compulsory-school-age child attending any nonpublic school, or the appropriate school official for any or all children attending a nonpublic school shall complete a “certificate of enrollment’ in order to facilitate the administration of this section. The form of the certificate of enrollment shall be prepared by the Office of Compulsory School Attendance Enforcement of the State Department of Education.

SECTION III: EXCUSED ABSENCES

A. Excused absences shall include

1. Personal illness

2. Death in the family or serious illness in the family

3. Observance of religious holidays of the scholar’s own faith

4. School-related field trips or educational activities approved by the district and/or building administrations

5. Special circumstances, such as a court summons, family emergencies, educational experiences, weather extremes, etc., which require immediate action and that the school principal deems acceptable

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

Elementary and Middle School Scholars (K-8)

• Seven (7) absences may be excused by the parent/guardian using the district's Excused Absence Form.

• **Any** additional absence after the seven (7) excused absences by a parent/guardian note must be excused by a note from a doctor or other documentation excusing said absence.

• Any documentation given for excuse of absence(s) must be submitted to the principal or his/her designee on the first day the scholar returns to school.

• When a scholar has exceeded five (5) unexcused absences, the school shall follow guidelines pursuant to the Miss. Code Ann. § 37-13-91.

High School Scholars (9-12)

Five (5) absences may be excused by the parent/guardian using the district's Excused Absence Form.

• **Any** additional absence after the five (5) excused by a parent/guardian note **must** be excused by a note from a doctor or other documentation excusing said absence.

• Any documentation being given for excuse of absence(s) **must** be submitted to the principal or his/her designee on the **first day** the scholar returns to school.

• When a scholar has exceeded five (5) unexcused absences, the school shall follow guidelines pursuant to the Mississippi Compulsory School Attendance Statute (Section 37-13-91).

Section IV: TARDIES

To maintain a productive learning environment and ensure minimal disruptions to the instructional day, the following policy applies to scholar tardiness:

1. Parent/Guardian Sign-In Requirements: Any scholar arriving late to school must be signed in by a parent or guardian at the front office before being admitted to class. This requirement aims to emphasize the importance of punctuality and accountability. If no parent or guardian is present to sign in a scholar in these instances, the school will attempt to contact the scholar's parent or guardian. A scholar may report to in-school detention or suspension to make-up any missed assignments until a parent or guardian reports to the building to sign them in.

2. Excused Tardies:

o Tardies due to late district transportation or other school-related delays will be categorized as excused and will not be recorded against the scholar's attendance.

o Excused tardies include reasons consistent with the district's excused absence policy (e.g., illness, family emergencies, etc.) when supported by documentation.

o Tardies without valid or documented reasons will be marked as unexcused.

o Tardies categorized as excused will not be considered punitive and will not affect the calculation of a scholar's instructional day or attendance records.

3. Unexcused Tardies:

Tardies that do not meet the criteria for an excused status will be recorded as unexcused. Scholars accumulating

more than five (5) unexcused tardies within a semester will be subject to disciplinary action.

4. Disciplinary Actions for Unexcused Tardies:

1. Scholars accumulating more than five (5) unexcused tardies in a semester will be subject to disciplinary action, as allowed under district guidelines and Mississippi state law (Miss. Code Ann. § 37-13-91).

2. Disciplinary measures may include detention, parent conferences, or other interventions as deemed appropriate by the school administration and aimed at promoting on-time attendance.

5. Compliance with Mississippi State Law:

Under Mississippi Compulsory School Attendance Law (Miss. Code Ann. § 37-13-91), excessive unexcused tardies may contribute to a designation of habitual absenteeism. As required, cases of habitual tardiness will be reported to the district's attendance officer, and further legal actions may be initiated if deemed necessary.

By implementing these measures, the district aims to foster scholar success through consistent, on-time attendance while providing support and accountability for families.

SECTION V: SCHOLARS LEAVING SCHOOL GROUNDS (DISMISSAL)

A. A scholar is not permitted to leave the school grounds during the regular school day without a written note from the parent/guardian to the principal or the designee stating the reason. The note shall be kept on file in the school. The parent must also physically dismiss his or her child and present a picture identification. A violator shall be subject to disciplinary action. A scholar excused from school shall be in the custody of a parent or legal guardian or excused pursuant to specific written instructions from the parent or guardian.

Section IV: TARDIES JBL

B. Acceptable dismissals shall include:

1. Personal illness

2. Medical appointments that cannot be arranged after school hours

3. Special family emergencies as approved by the principal

C. All dismissals from school shall count against the scholar’s attendance record.

SECTION VI: UNEXCUSED ABSENCES, TARDIES OR DISMISSALS

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

If a compulsory-school-age child has not enrolled within fifteen (15) calendar days after the first day of the school year at the school which the child is eligible to attend or has accumulated five (5) unlawful absences during the school year, the superintendent or his designee shall report the absences to the school attendance officer within two (2) school days or five (5) calendar days, whichever is less.

During the course of the school year, after a child has been unlawfully absent from school for eighteen (18) consecutive days, or has accumulated twelve (12) unlawful absences during the school year, the child will be dropped from the school roll unless the parent or legal guardian notifies the school of the cause of the absences and the school determines that they are excused absences.

In an effort to prevent drop-outs, the school board directs the superintendent to provide regular reports on efforts made to increase scholar retention. Accurate records shall be maintained on enrollment and attendance, including dropout rates. The school district will implement programs and procedures that are designed to keep scholars in school and to lower the dropout rate. School personnel should exhaust all available means and avenues to keep children in school.

When a child has missed fifteen days of school, the principal should, in coordination with the district’s school attendance officers, implement parental neglect proceedings. Excessive unexcused absences will be reported to the

state attendance officer.

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

SECTION VII: ALLOWABLE CREDIT

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

SECTION VIII: MAKE-UP WORK

When an unexcused absence, or suspension for 10 days or less causes a scholar to miss class time, that scholar shall be given the opportunity to make up work required by the teacher and may earn credit up to 75% of the credit which normally would be allowed. A scholar shall have the opportunity to complete and submit required work within five school days after returning to school. Otherwise, no credit shall be given for all missed work. Parents may request schoolwork for scholars with unexcused absences, tardies, dismissals, or suspensions lasting 10 days or less. The school will have two school days (48 hours) to gather the materials or assign them through the learning management system. Once ready, parents can pick up the schoolwork from the front office after the 48-hour period.

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

Section IX: PERFECT ATTENDANCE

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

Section X: SCHOOL-RELATED ACTIVITIES

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

Section XI: UNAUTHORIZED VISITATION TO OTHER SCHOOLS

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

Section XII: HOME SCHOOLING

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

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

PERMISSION TO LEAVE SCHOOL BEFORE CLOSING HOUR

—Board Policy JBM

Students shall not be permitted to leave school before the regular closing hour except for extraordinary reasons and under such circumstances as set forth in the following section. Upon request from a licensed physician or dentist, signed by the parent, a student may be dismissed from school for a medical or dental appointment for the time required by the specified appointment, and such absence shall be considered excused. All requests to leave the building while school is in session must be cleared through the principal's office. Leaving school without permission constitutes truancy. Senior high school students need not obtain the principal's permission to leave the school grounds for participation in established work/study programs or to attend the Career Development Center.

STUDENT DISMISSAL PRECAUTIONS

—Board Policy JDG

Section I: DISMISSAL OF SCHOOL

No students shall be dismissed before the regular hour except with the knowledge and approval of the superintendent's office. Schools will be kept open during inclement weather unless closed by the superintendent. However, if conditions warrant, operation of the school buses may be limited or suspended by the superintendent in order to comply with reasonable standards of safety. In cases of extreme emergency, which may affect the safety and health of the students, the principal shall use his best judgment in determining what action to take.

Section II: DISMISSAL OF INDIVIDUAL STUDENTS

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

Section III: ERRANDS BY STUDENTS

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

SECTION 4: HEALTH AND WELLNESS

SITE-BASED MANAGEMENT

—Board Policy CHA

The primary goal of site-based management is to improve student academic performance by vesting greater decision-making authority in a school's parents, teachers, principal, and surrounding community. The purpose of this policy is to clarify and strengthen the district's policies on site-based management.

The principals of each school shall recommend for approval, by and through the assistant superintendents, to the board of trustees persons to serve on the local school health council. For additional information, see the district website and policy CHA.

WELLNESS POLICY AND PROCEDURES

—Board Policy CHAA

The Board of Trustees is committed to providing a school environment that enhances learning and the development of lifelong wellness practices. The link among nutrition, physical activity, and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, lifelong health, and well-being.

It is necessary and important to establish nutrition standards for all foods available at school during the school day. The board of trustees is committed to promoting policies that will make healthy food choices available to promote lifelong healthy eating habits while ensuring that all necessary nutrients are provided. A variety of choices shall be given that includes fresh leafy vegetables, fruit, 100% fruit juices, nuts, fresh salads, water, trail mix, beef jerky, reduced-fat dairy products, whole grains and other foods that contain essential vitamins and minerals. One of the board's objectives is to educate students and parents about food consumption behavior to influence healthier choices. The board is committed to offer solutions to provide the healthiest choices available on school campuses during the school day, at afterschool programs, and extracurricular activities to meet its wellness goals.

The Jackson Public School District follows all current and future requirements and recommendations of the USDA National School Lunch Program Meal Patterns and Nutrient Standards. For additional information about the components of this policy, please visit the district's website.

PHYSICAL EDUCATION AND COMPREHENSIVE HEALTH EDUCATION

—Chapter 38, Rule 38.12
Mississippi Department of Education

The Jackson Public School District understands the relationship between student health and academic achievement. Research supports the relationship between quality physical education programs and the development of social skills, academic performance, increased attendance, and a reduction in discipline referrals. The Physical Education and Comprehensive Education programs in the district are provided in accordance with the Mississippi Healthy Students Act and the Mississippi Public School Accountability Standards, the State Board of Education has adopted the following rules and regulations to support the implementation of quality activity based and health education programs.

ABSTINENCE-PLUS SEX EDUCATION

—Board Policy ICC

The Board of Trustees of the Jackson Public School District believes that every student has the right to accurate information concerning the prevention of pregnancy and sexually transmitted infections. The board is committed to fostering community partnerships that educate both students and parents about this important topic. The Jackson Public School District seeks to affirm its commitment to creating healthy and responsible teens in the district by fully complying with the Mississippi Code, Annotated, Section 37-13-171 (Amended 2011) and by—

- adopting educational programs designed to help students and parents take action to reduce rates of teen births and sexually transmitted infections, and integrating such programs into already established classes, and
- establishing principles, guidelines, and strategies for implementing effective sex education programs, referred to in state law as “Abstinence-Plus Education” programs. The district shall utilize a comprehensive, age-appropriate, evidence-based, medically accurate, and free of fear and shame-based strategies, Abstinence-Plus curriculum from the list of curricula approved by the Mississippi Department of Education (MDE).

COMMUNICABLE AND CHRONIC INFECTIOUS DISEASES

—Board Policy JDE

Communicable Diseases

A student with an infectious disease (chicken pox, measles, etc.) shall remain at home until the disease is no longer a threat to that student or others. Principals should report to the health department all cases of a communicable disease which might pose a threat to the health of the school or community. When concerned with a unique individual case, the welfare of all students and employees should be the prime consideration. Each individual case will be resolved in consultation with the Mississippi State Department of Health.

Chronic Infectious Diseases

The district recognizes that the Human Immunodeficiency Virus (HIV) is not transmitted through casual contact, and therefore, the child’s HIV status is no reason in itself to exclude from school or otherwise segregate the child while in school. The district also recognizes the need to maintain the confidentiality and privacy of infected students and treats with strict confidence a child’s HIV status.

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

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

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

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

INFECTION CONTROL

—Centers for Disease Control and Prevention (CDC) The district shall follow the most current guidelines established by the Centers for Disease Control and Prevention (CDC) and the U.S. Occupational Safety and Health Administration (OSHA) for preventing transmission of infectious diseases at all times and in all settings. The precautions include—

(a) Wash hands with soap and water after contact with bodily fluids as soon as possible.

(b) Clean all spills of blood and other bodily fluids immediately with disinfectant (1- part bleach to 9 parts water).

(c) Wear gloves when cleaning up blood spills and when in contact with bodily fluids. Gloves shall be worn when it is reasonably anticipated that the employee may have had contact with blood, mucous membranes, non-in-tact skin, and other potentially infectious materials.

(d) Alert the district safety officer if a situation occurs that presents a reasonable risk of transmitting an infection.

(e) Counsel any person exposed to an infectious agent to seek appropriate medical evaluation. Alert parent/ guardian if the person exposed is a student.

(f) The infected student will have access to voluntary, confidential, age-appropriate counseling.

Schools will keep supplies needed for meeting these infection control guidelines reasonably accessible for students and to employees.

Up-to-date Student Health Records should be completed and returned on all students annually by parents / guardians.

School district personnel will adhere to district policies and procedures regarding giving medicine at school.

Many illnesses can be stopped before they spread by reminding everyone to practice frequent hand washing, blowing noses into tissues, covering mouths when coughing or sneezing, and asking other parents about sick symptoms in their kids before arranging play dates and carpools. Even the best hygiene practices cannot avoid the spread of all illnesses at school. Please refer to the following guidelines when trying to determine if your child should stay home or go to school when ill.

Cough

Cough alone may not prevent your child from attending school unless it is interfering with a child's sleep or ability to participate in school activities. If the cough is productive and has phlegm or is associated with fever or trouble breathing, keep your child home from school and arrange to have the child seen by his or her physician immediately.

Fever

Fever is a symptom of illness and not an actual diagnosis. Fever usually indicates that the body is battling an infection. A child with a fever of 100.4 degrees Fahrenheit or greater needs to stay home from school until the fever is gone. If your child appears sick with fever, call your doctor to have your child evaluated. Please be sure your child is fever-free for 24 hours before allowing him / her to return to school.

Flu

The flu is a highly contagious infection of the respiratory tract that can cause very serious illness. It can lead to hospitalization and may even be life threatening for some children and adults. Flu symptoms can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, feeling tired, and sometimes vomiting and diarrhea. The flu comes on abruptly, not gradually like a cold. The district encourages parents to keep children at home if they have flu symptoms until they are no longer contagious.

Head Lice

If a student is found to have lice (live bugs) at school, parents will be notified, and the student will be sent home that day. The student can return to school the next day once an FDA approved over the counter treatment or prescription product for lice is used, and proof of treatment (empty bottle or receipt) must be submitted. Parents should consult with their healthcare provider or a pharmacist to make sure treatment is appropriate for the student and for treatment recommendations. MS Code 41-79-21 states that any student in any public elementary or secondary school having head lice on more than three occurrences during the school year must be reported to the county health department for help treating lice. The student will not be allowed to return to school until he / she has been to the Hinds County Health Department and has no nits. If lice (live bugs) have been found on three consecutive occasions and the student has already been seen by the Hinds County Health Department and the student is still found to have lice (live bugs) at school, the student will be required to see his or her primary care physician for treatment options. Parents must provide the school with a letter from the physician in order to return to school. If the problem continues to be recurrent, the school principal or administrator shall determine whether or not a DHS referral will be warranted based on the number of days of school missed. Note: Parents or guardians are reminded that a successful treatment regimen for lice includes the use of over the counter or prescription shampoo as directed, removal of all nits (gray/white eggs attached to the hair shaft), and treatment / cleaning of the home (i.e., laundering bed linens, vacuuming carpet and couches, containing stuffed animals).

Molluscum Contagiosum

Molluscum Contagiosum is a common skin disease that is caused by a virus. The disease is generally mild and should not be a reason for concern or worry. People with this skin disease can cause the bumps to spread to different parts of their body by touching different parts of their body by touching or scratching a bump and then touching another part of the body. The virus can also be spread from person to person. The bump(s) must be covered with clothing or a bandage while the child is at school to prevent transmission to others.

Rashes

Many rashes will resolve spontaneously and are not reason alone to keep a child home from school. Any rash associated with symptoms such as trouble breathing, swallowing, fever, or ill appearance should be evaluated by your child's physician immediately. Rashes that are itchy or scaly may be contagious and should be evaluated by your child's physician before sending a child back to school.

Red, Swollen, Draining Eyes (Conjunctivitis)

If your child wakes up with one or both eyes stuck together with drainage or crust, if the eye(s) become red or swollen, if they are painful and / or itchy, then your child should remain home and be evaluated by a physician as soon as possible. This could be contagious. If your child is sent home with a red eye(s) or discharge, your child may return to school 24 hours after treatment is started or when there is no drainage from the eye(s).

Ringworm

Ringworm is caused by a fungus that grows on the skin, not by a worm. Ringworm is characterized by a round, pink/red rash with a raised, rough, scaly border. As the rash grows outward, getting larger as the infection spreads, the center tends to clear. Left untreated, it is usually somewhat itchy. Students with ringworm should not have to miss school. They should, however, receive treatment for the condition either topically with an over-the-counter medication or orally with prescription medication. Skin to skin contact with others should be avoided to prevent the spread of infection. In order to stay at school, students with ringworm(s) must keep the infected area covered with a bandage or dressing while at school. Ringworm of the body can be spread on towels, clothing, or sports equipment. Ringworm of the scalp can spread from child to child when children share hats, combs, or brushes. Personal hygiene is important in preventing the spread of ringworm. Note: Ringworm on the scalp or nails requires oral medication, which must be prescribed by a medical professional.

Scabies

Scabies is an infestation of the skin by the human itch mite. The most common symptoms of scabies are intense itching and a pimple-like rash. The mite is spread by direct, prolonged; skin-to-skin contact with a person who has scabies. Scabies is treated with medication, which is prescribed by a doctor. The student may return to school after 24 hours of treatment.

Sore Throat

Children can attend school with mild sore throats if no other symptoms are occurring. A doctor should evaluate any child with a sore throat associated with fever, vomiting, abdominal pain, or difficulty swallowing before returning to school. A child with a diagnosis of strep throat needs to stay out of school until on antibiotics and fever free without the use of fever-reducing medications for 24 hours.

Staph (Staphylococcus)

Staph is a common germ that lives on the skin and in nasal passages that can cause skin infections. Staph is treated with antibiotics prescribed by a doctor. The affected area should be covered while at school, unless the infection is around the nose or the mouth. If the infection is around the nose or mouth, the student may not return to school until there is no drainage, and he or she has received antibiotic treatment for at least 24 hours.

Vomiting or Diarrhea

A child with vomiting, with or without diarrhea, needs to stay home from school. Your child can return to school when the symptoms have stopped, and the child can tolerate a regular diet. Please keep your child home until he / she has been without vomiting or diarrhea (less than 3 episodes) for 24 hours. Once an episode of vomiting or diarrhea has occurred at school, the student will be sent home and may return to school after the above criteria are met.

SELF-ADMINISTRATION OF ASTHMA AND / OR ANAPHYLAXIS MEDICATION BY STUDENTS

—Board Policy JDAA

The Board of Trustees permits the possession and administration of prescription asthma and/or anaphylaxis medications according to the requirements of policy JDAA. 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 school-related event or activity if:

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

2. 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

3. A parent or guardian of the student provides to the school:

   a. Written authorization, signed by the parent or 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;
   b. A written statement, signed by the parent, in which the parent releases the school district and its employees and agents from liability for any injury arising from the student's self-administration of prescription asthma or anaphylaxis medication while on school property or at a school-related event or activity except in cases of wanton or willful misconduct.
   c. A written statement from the students' physician or other licensed health care provider, signed by the physician or provider that states:
      i. That the students have asthma or anaphylaxis and is capable of self-administering prescription asthma or anaphylaxis medication.
      ii. The name and purpose of the medication;
      iii. The prescribed dosage for the medication;
      iv. The times at which our circumstances under which the medications may be administered; and
      v. The period for which medication is prescribed.
   d. The physician's statement must be kept on file in the office of the school nurse of the school the student attends or if there is not a school nurse in the office of the principal of the school the student attends.

4. If a student uses his/her medication in a manner other than prescribed, he/she may be subject to disciplinary action under the school codes. The disciplinary action shall not limit or restrict the student's immediate access to the medication.

5. The school board authorized the school nurse or trained school employee to administer auto-injectable epinephrine toa student who the school nurse or trained school employee, in good faith, believes is having an anaphylactic reaction, whether or not the student has a prescription for epinephrine.

ADMINISTRATION OF MEDICATION TO STUDENTS

—Board Policy JDAB

This policy addresses the administration of medications to students. The administration of emergency health care and first aid to students is set forth in Policy JDL entitled First Aid for Emergencies. District personnel will only administer prescription medication to students during school hours or school-sponsored activities and only upon receipt of a written parental request and a valid medical authorization. The valid medical authorization shall contain the name and purpose of the medicine, the prescribed dosage, the time or times the medication is to be regularly administered and under what additional special circumstances the medication must be administered, and the length of time for which the medication is prescribed. This information must be kept on file in the principal's office. The medication must be kept in a locked cabinet or container. A daily record shall be kept on each medication administered. This record shall include the student's name, date, medication administered, time, and signature of school personnel who administered the medication. The Board designates the principal of each school as its designee to authorize designated office

employees at each school to administer medication to students in accordance with state law. Each principal shall authorize named individuals to administer medication. Each person designated to administer medication shall receive annual training by designated nursing staff or other qualified persons. The superintendent shall develop regulations to implement the provisions of this policy.

ASTHMA MANAGEMENT POLICY

—Board Policy JDAC

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

District Level

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

School Level

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

FIRST AID FOR EMERGENCIES

—Board Policy JDL

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

CARDIAC EMERGENCY RESPONSE PLAN

--Board Policy EBBAG

Each school shall have a cardiac emergency response plan on file in the principal's office. The cardiac emergency response plan will address the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on school grounds. This plan shall also account for incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while attending or participating in an athletic practice while on school grounds. The cardiac emergency response plan must be shared with local emergency response service providers.

The cardiac emergency response plan shall integrate, at a minimum, the following guidelines:

1. Establishing a cardiac emergency response team
2. Activating the team in response to a sudden cardiac arrest;
3. A plan for implementing AED placement and routine maintenance within the school;
4. Disseminating the plan throughout the school campus
5. Maintaining ongoing staff training in CPR/AED use;
6. Practicing using drills annually;
7. Integrating local EMS with the plan; and
8. Ongoing and annual review and evaluations of the plan.

Appropriate AED placement shall be dictated by the plan and in accordance with guidelines set by the American Heart Association or another nationally recognized, evidence-based standard. The Board of Trustees may accept gifts, grants, and donations, including in-kind donations designated for the purchase of an AED that meets the standards established by the United States Food and Drug Administration, for the costs incurred to inspect and maintain such device, and for the training of staff in the use of such device.

Appropriate school staff will be trained in first aid, CPR, and AED se that follow evidence-based guidance set forth by the American Heart Association or another nationally recognized, evidence-based standard. Staff that are to be trained include, but is not limited to, licensed coaches, school nurses, and athletic trainers. Practice drills shall be held annually in accordance with the plan.

A school district, school district employee, or agent acting in good faith who provides assistance or services under this policy shall be immune from civil prosecution and shall not be liable in any action for civil damages in any capacity.

The superintendent shall develop procedures to support this policy.

SECTION 5: SAFE SCHOOLS

PLAYING ON SCHOOL SITES

—Board Policy KGB

During the school day, school sites are under the immediate supervision of the school principals and are reserved for the use of students, volunteers, and school personnel. After school hours and when school is not in session, children and adults of the community may use school grounds as follows:

- With the approval of the superintendent or designee, school grounds may be engaged for programs of adult-supervised activities by organizations and governmental agencies. Interested organizations or governmental agencies are to be directed to the office of the superintendent or designee regarding applications for the use of school sites for supervised play. Each such organization or governmental agency shall provide insurance coverage required by the Jackson Public School District.

The Board does not assume responsibility for any personal injury occurring on school sites through supervised or unsupervised activities after school hours.

VISITORS IN SCHOOLS

—Board Policy JDN

Parents, volunteers, and other members of the community are encouraged to visit and volunteer in the schools. Parents who wish to observe their child in the classroom must inform the teacher or principal so as to avoid any possible conflicts with the school schedule.

All visitors to schools shall report immediately to the school office, sign in, and obtain a visitor's badge so that visitors can be readily identified by school personnel. Exceptions to this requirement are when visitors are attending a general school function such as a pep rally, assembly program, athletic event, etc. The district will not tolerate visitors to school premises who threaten, intimidate, or physically or verbally abuse District staff or otherwise disrupt the school or office environment. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering buildings or from loitering on grounds. Such persons will be prosecuted to the full extent of the law.

POSSESSION OF WEAPONS ON SCHOOL GROUNDS OR AT SCHOOL ACTIVITIES

—Board Policy KN/ GACO

The Jackson Public School District believes that the schools and school functions should have an environment that is safe and conducive to learning and other educational purposes. Because of the Board's grave concern for the safety of the District, the Board hereby prohibits the possession of pistols, firearms, or other weapons by all staff, scholars, visitors, or guests in all school district buildings, district vehicles, on district grounds, or at school activities whether on-campus or off-campus. A specific exception exists for the Office of Campus Enforcement, who are certified in law enforcement, and other duly authorized law enforcement officials. Any person found carrying such pistols, firearms or weapons is subject to disciplinary or other appropriate action.

WEAPONS

--Chapter 97, Rule 97.1

The Jackson Public School District's Board of Trustees recognizes that the possession of pistols, firearms, or other weapons on school premises or at school functions by persons other than duly authorized law enforcement officials creates an unreasonable and unwarranted risk of injury or death to District employees, students, visitors, and guests and further creates an unreasonable and unwarranted risk of damage to properties of District employees, students, visitors, and guests. Because of such dangers, the Board hereby prohibits the possession of pistols, firearms, or weapons in any form by any person other than duly authorized law enforcement officials on school premises or at school functions, regardless of whether any such person possesses a valid permit to carry such pistols, firearms, or weapons.

SMOKING / TOBACCO PRODUCTS ON SCHOOL PREMISES

—Board Policy GBEN/ KO

The Jackson Public School District Board of Trustees recognizes that smoking represents a health and safety hazard, which may have serious consequences for the smoker and nonsmoker and the safety of the District. Because of the Board's grave concern for the safety of the District, and in order to protect the students, staff, visitors, and guests of the District from an environment that may be harmful to them, and because of its possible harm to personal well-being, the Board hereby prohibits smoking by all staff, students, visitors, or guests in all school district buildings, district vehicles, and on district grounds.

It is specifically directed that the smoking ban will be in effect 24 hours a day, seven days a week, and will apply to anyone present in school district buildings, district vehicles, and on district grounds.

For purposes of this policy, "smoking" will include any use of tobacco, including but not limited to cigars, chewing cigarettes, pipes, and alternative nicotine products such as electronic cigarettes that cause a vapor.

The Board hereby directs the superintendent of the district to adopt the necessary rules and procedures to ensure the enforcement and implementation of this nonsmoking policy.

It is understood that this policy will be in addition to existing board policy concerning the prohibition of smoking by students on school property and buses.

SCHOLAR SAFETY

- Board Policy JKAD

CHILD ABUSE OR NEGLECT

In compliance with Miss. Code Ann. Section 43-21-353, District personnel shall immediately report suspected child abuse or neglect to the Mississippi Department of Human Services. The number for the Child Abuse Hotline is (601) 359-4991, or toll free (800) 222-8000.

DISASTER EMERGENCY

If this school board determines that it is not economically feasible or practicable to operate any school within the district for the full one hundred eighty (180) days required for a scholastic year as contemplated due to enemy attack, a manmade, technological, or natural disaster, or extreme weather emergency in which the Governor has a declared a disaster or state of emergency or the U. s. President has declared an emergency or major disaster to exist in this state, the school board may notify the State Department of Education of the disaster or weather emergency and submit a plan for altering the school term.

Please see the District's Website and Policy JKAD for additional information.

REPORTING OF VIOLENT ACTS

—Board Policy JDP / KP

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

For purposes of this policy, “school property” means any school building, bus, campus, grounds, recreational area, athletic field, or other property owned, used, or operated by the district. The following reports shall be made in accordance with the law and with procedures for board policies JDP and KP.

Section I

Any school employee shall notify his/her principal immediately upon obtaining knowledge that one of the following unlawful activities or a violent act has or may have occurred on school property or during a school-related activity—

1. Aggravated assault, including but not limited to, assault resulting in serious physical injury or assault involving use of a weapon;
2. Assault on a school employee, simple or aggravated;
3. Indecent liberties with a minor;
4. Possession of a firearm or other weapon;
5. Possession, use, or sale of any controlled substance;
6. Rape;
7. Sexual battery;
8. Other sexual offense;
9. Murder or other homicide;
10. Kidnapping; or
11. Other violent act.

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

Section II

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

Section III

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

Section IV

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

Section V

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

Section VI

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

Section VII DEFINITIONS

A. A "violent act" means any action which results in death or physical harm to another or an attempt to cause death or physical harm to another.

B. The "appropriate law enforcement agency" is the agency with jurisdiction in the place where the unlawful activity or violent act occurs.

C. The "appropriate law enforcement agency" is the Jackson Police Department.

D. The following crimes which must be reported are defined by the referenced statute and / or other applicable Mississippi law—

1. Possession or use of a deadly weapon, Mississippi Code Ann. § 97-37-17
2. Possession, sale, or use of any controlled substance, Mississippi Code Ann. § 41-29-105, -133 through –121.
3. Aggravated assault, Mississippi Code Ann. § 97-3-7(2)
4. Simple assault, Mississippi Code Ann. § 97-3-7(1)
5. Rape, Mississippi Code Ann. § 97-3-65, 67, 71
6. Sexual battery, Mississippi Code Ann. § 97-3-95
7. Murder or other homicide, Mississippi Code Ann. § 97-3-15 through 47.
8. Kidnapping, Mississippi Code Ann. § 97-3-51, 53

All unlawful activities or violent acts not defined by reference to specific statutes shall be otherwise defined by applicable Mississippi law.

PERSISTENTLY DANGEROUS SCHOOLS OR THE UNSAFE SCHOOL OPTION

—Board Policy JCFAB

The Every Student Succeeds Act (ESSA) requires each state that receives Title I funds to establish and implement a statewide policy which provides that a student who attends a persistently dangerous elementary or secondary school as determined by the state in consultation with a representative sample of local school districts, or who becomes a victim of a violent criminal offense, as determined by state law, while in school or on the school grounds, will be allowed to attend a safe public elementary or secondary school within the Jackson Public School District, if the parent so desires. A persistently dangerous school is defined by the State Board of Education as follows—

(a) A “persistently dangerous school” is a public school other than a charter school in which the conditions during the past two school years continually exposed its students to injury from violent criminal offenses, and it is—

i. an elementary, middle or secondary public school in which a total of 20 or more violent criminal offenses were committed per 1000 students (2.0 or more per 100 students) in two consecutive school years; or

ii. an elementary, middle or secondary public, an alternative school in which a total of 75 or more violent criminal offenses were committed per 1000 (7.5 or more 100 students) in two consecutive school years; and

(b) “Violent criminal offenses” are the following crimes reported in the Mississippi Student Information System—

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

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

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

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

Robbery as defined in Sections 97-3-73, 97-3-77 and 7-379 of the Mississippi Code Annotated 1972, as amended,

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

Mayhem as defined in Section 9-3-59 of the Mississippi Code Annotated 1972, as amended,

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

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

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

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

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

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

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

As this school district cannot offer instruction at the student’s grade level in any other school in the district, any student who is a victim of a violent criminal offense committed against him or her while he or she was in or on the grounds of the public school that he or she attends shall be allowed to request a transfer to attend a school in another district

which is not designated a persistently dangerous school provided the student requests a transfer within thirty (30) days of the violent criminal offense. Any such transfers to meet the public-school choice requirements of ESSA will be provided in accordance with established board policy and administrative regulation.

SCHOLAR SMOKING

—Board Policy JCM

Scholars shall refrain from smoking, using, possessing, and/or transmitting tobacco, electronic cigarettes, vapors, or tobacco in any form while on school property during the school day, or at school activities, whether held on or off campus, in school buildings after school hours, or when riding school buses.

PROHIBITION OF SEXUAL ACTIVITY ON SCHOOL PROPERTY / EVENTS

—Board Policy JKJ

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

a. intercourse;

b. oral sex;

c. groping sexual parts; or

d. simulated sexual acts.

Prohibited Actions

A. Consensual Sexual Activity: A student shall not engage in consensual sexual activity. “Consensual” means all parties are willing participants in the activity.

B. Offensive Touching: A student shall not engage in touching of an offensive or sexual nature.

C. Sexual Harassment: A student shall not engage in unwanted verbal or physical (e.g., gesturing) conduct of a sexual nature which may reasonably be regarded as intimidating, hostile, or offensive. This includes the communication of (by digital or other means) or the intentional display of sexually explicit material.

D. Indecent Exposure: A student shall not intentionally expose private body parts, including but not limited to the display of the buttocks (mooning).

E. Sexual Battery: A student shall not attempt to engage in sexual activity against another person by force, threat, or fear. Non-consensual activity is also prohibited.

F. Possession of Pornographic Materials: A student shall not be in possession of pornographic or obscene materials.

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

DRUG ABUSE

—Board Policy JCL

The aim of the Jackson Public School District is to establish an atmosphere that would promote respect for and understanding of the use and abuse of drugs, including alcohol. All students should be made aware of available

human agency resources, from which help can be obtained. Privacy and confidentiality shall be maintained for all students. Students are encouraged to give information on users or abusers of alcohol or controlled substances. All such informants' identities will be held in strict confidence.

GUN-FREE SCHOOLS

—Board Policy JCBA

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

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

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

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

The superintendent or his designee shall notify the appropriate law enforcement officials of any unlawful activity which occurred on educational property or during a school-related activity.

HANDLING OF ABANDONED OR SEIZED PROPERTY THAT HAS BEEN CONFISCATED FROM STUDENTS

—Board Policy JCAA

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

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

SCHOOL SEARCHES

—Board Policy JCD

DESKS AND LOCKERS

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

AUTOMOBILES

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

SEARCH OF STUDENTS

A scholar's person and / or personal effects may be searched whenever a school authority, other than a sworn law enforcement officer, has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a pat-down search of a scholar's person is conducted, it will be conducted in private by a school official of the same sex with an adult witness present. It will be an extremely rare situation that requires a more intrusive search of a scholar's person than a pat-down. Only if extreme emergency conditions exist, and only upon prior approval by the General Counsel, shall a more intrusive search be conducted by a school official, other than a sworn law enforcement officer. If such a search is necessary, it will be conducted in private by a school official of the same sex with an adult witness of the same sex present.

ENTRY TO SCHOOL & DISTRICT FACILITIES

A scholar's person and/or personal effects may be searched upon entry into a school building or other District facility (Central Office locations, district athletic events, etc.). Secondary schools within the District will maintain metal detectors at the designated points of entry for students. If the metal detector or magnetic wand signals the potential possession of weapons or other contraband, school personnel will conduct a secondary screening.

NOTICE OF POLICY

Scholars will be provided notice of the School Search Policy by having the policy placed in the student handbook and distributed to all scholars.

INTERROGATIONS

—Board Policy JCN

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

may be called. The principal and counselor or teacher will determine whether the student's parent or legal guardian should be called. At the request of the student, the principal will contact the student's parent or legal guardian before the student is questioned.

When drugs are being sold on school property, immediate action will be taken to cooperate with law officials in the apprehension of the individual or individuals responsible and in the confiscation of drugs. Care must be taken, however, that school personnel does not act in a disciplinary fashion when the only suspicion of involvement is present. The student's school activities should not be interrupted for police interrogation when the issue concerns activities unrelated to school time, school property, or official school-sponsored functions, if such interrogations can be accomplished, to the satisfaction of the police and school officials, after school hours.

AUTOMOBILE USE

—Board Policy JKD

Driving on school roads and parking on school property is a courtesy offered to students and others by the school board. The parking facilities located at the various school district buildings are not public parking areas and are to be used for school purposes only. School purposes include attendance at school activities or other school authorized activities which occur before or after the regular school day.

- Violators may be charged with trespassing and / or vehicles towed at owners' expense.
- The Administration, obtaining suggestions from the local police department, shall establish rules and regulations to assure traffic safety. The district shall not assume any responsibility for damage to vehicles.
- Students shall not sit in or upon vehicles parked on the school campus.
- Students shall be responsible for locking their vehicles upon arrival since the school district shall assume no responsibility for any loss. Failure to abide by vehicle regulations may result in the loss of the right to bring a vehicle to school or other disciplinary action. Student automobiles are subject to administrative searches.

SECTION 6: RIGHTS AND RESPONSIBILITIES

Jackson Public Schools respects the rights of all individuals to be treated equally and fairly to ensure that no individual is discriminated against based on race, color, sex, age, national origin, religion, sexual orientation, or disability in the areas of freedom of expression, procedural and due process, personal rights, and access to school programs. If you have questions about non-discrimination policies, please use the following contact information:

Office of District Counsel
662 South President Street
Jackson, MS 39201
(601) 960–8916 (phone)
(601) 960–8545 (fax)

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

a. On school property before, during, and after school hours
b. At any other time when the school is being used by a school group
c. Off school grounds at a school activity, function, or event
d. A school activity or a school-related function
e. Whenever a student is in a capacity representing his or her school and the district
f. On a school bus, a school-sponsored vehicle or traveling to and from school

STUDENT RIGHTS

- A free public education subject to provisions of state law and the bylaws, rules, and regulations of the State Board of Education and the Board of Trustees of the Jackson Public School District.
- An education in a learning environment that is safe, drug-free, and conducive to learning where high standards are stressed.
- Enjoy meaningful freedom of speech, press, assembly, and religion.
- Due process for academic, attendance, and disciplinary measures, as well as other issues which could impact the student's ability to receive a free and appropriate education.
- Inspect, review, and seek to amend educational records.
- Access to prevention and intervention programs.

STUDENT RESPONSIBILITIES

- Maintain a safe and orderly school environment, conducive to teaching and learning.
- Know and obey all district and school rules and regulations relating to student conduct and achievement.
- Come to school on time and ready to learn each day, working to your fullest potential in all academic and extracurricular activities.
- Present the school with a parent or guardian note for absences and tardiness.
- Respect school authority, which includes not only obeying school rules and regulations but also conforming to the laws of the community, state, and nation.
- Obey all instructions from all school employees in a positive and respectful manner.
- Dress in accordance with the dress code for school and school functions.
- Utilize school resources to develop appropriate problem-solving skills.
- Ask questions to ensure understanding.
- Accept responsibility for actions.
- Maintain and uphold the highest standards of conduct, demeanor, and sportsmanship during extracurricular events.
- Show respect and consideration for the personal and property rights of others and understand the need for cooperation with all members of the school community.
- Bring to school only those items and materials which are appropriate for the instructional program.

STUDENT PARTICIPATION IN BOARD MEETINGS

— Policy BCH

The board and superintendent, in an effort to enhance board-student communications, may invite students to attend the regular board meetings.

STUDENT SCHOOL BOARD REPRESENTATIVES

—Board Policy BHAA

Each year, when student government officers are elected, a student representative to the school board will also be elected by their peers in a way that is reflective of the student body. As representatives to the school board, students are meaningfully involved in the discussions, including but not limited to, presentations at the board meetings and in mentorship with board members, and resolution of issues that directly affect them, and have opportunities to introduce and challenge other issues as appropriate. The student representative from each school shall be an advisor to, and meet and work constructively with the school board and administration. A primary responsibility is the formation and evaluation of policy and regulations in the operation of our school system.

ANTI-BULLYING POLICY FOR STUDENTS

—Board Policy JCBAA

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

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

(1) Places a student or District employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or

(2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or an employee's work performance, opportunities, or benefits. A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior, and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

PROCEDURES FOR STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR

—Board Policy JCBAA - Procedures

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

What Is Bullying, Harassment, or Intimidation?

Bullying, harassment, and intimidation are anti-social behaviors that are characterized by an intent to cause harm and an imbalance of power. Bullying, harassment, and intimidation is intentional behaviors that include verbal, physical, written, or intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being. Bullying, harassment or intimidation may be motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability or is threatening or seriously intimidating; and, occurs on school property, at a school activity or event, or on a school bus; or, substantially disrupts the orderly operation of a school. Bullying, harassment, or intimidation may be repeated or have the potential to be repeated. Bullying, harassment, or intimidation includes discrimination.

Who Reports Allegations of Bullying, Harassment, or Intimidation?

Anyone can report allegations of bullying, harassment, and intimidation. Students, parents, teachers, school administration, other staff, school volunteers, or the community-at-large may report these behaviors.

How Do I Report Bullying, Harassment, or Intimidation?

Reports of bullying, harassment, or intimidation may be made directly to a teacher, counselor, or administrator. Reporting is not tattling or snitching. Reporting is providing information to an adult to address behavior that must be stopped. All reports should be documented in writing via the online reporting app or a paper version of the Bullying, Harassment, or Intimidation Reporting Form. The reporting application and electronic version of the form are available on the JPS website. Additionally, copies of the form are available in all schools and in this handbook.

What Happens After the Report Is Submitted?

Once the report is submitted to the school, the administration or the administrative designee will promptly and appropriately investigate. Findings of the investigation will be documented on the Bullying, Harassments, or Intimidation Incident School Investigation Form. The school will notify parents of the victim and the offender of the outcome of the investigation once the investigation has been completed. The notification must respect the confidentiality of the victim and the offender. Therefore, specific information related to disciplinary consequences will not be provided. If bullying, harassment, or intimidation is substantiated, the school team should develop a plan of support.

Facts for Children about Bullying

Bullying is being mean to another student over and over again. Bullying often includes:

- Teasing
- Talking about hurting someone
- Spreading rumors
- Leaving students out on purpose
- Attacking someone by hitting them or yelling at them
- Bullying does not always happen in person. Cyberbullying is a type of bullying that happens online or through text messages or emails. It includes posting rumors on social media platforms like Facebook, sharing embarrassing pictures or videos, and making fake profiles or websites.

What to Do If You're Bullied

There are things you can do if you are being bullied:

- Look at the kid bullying you and tell him or her to stop in a calm, clear voice. You can also try to laugh it off. This works best if joking is easy for you. It could catch the kid bullying you off guard.
- If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot.
- There are things you can do to stay safe in the future, too.
- Talk to an adult you trust. Don't keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.
- Stay away from places where bullying happens.
- Stay near adults and other kids. Most bullying happens when adults are not around.

If you have a need to report a bullying incident, please use the form located in the form section of the book.

SUICIDE PREVENTION EDUCATION IN-SERVICE TRAINING

—Board Policy GBFA

The Board of Trustees of the Jackson Public School District recognizes that suicide is a major cause of death among youth and should be taken seriously. It is the policy of the Jackson Public School District that in-service training on suicide prevention education will be conducted for all school employees and personnel, including all cafeteria workers, custodians, nurses, bus drivers, teachers, and administrators. The Superintendent will ensure that procedures regarding suicide prevention and response are developed and communicated.

The Board of Trustees establishes this policy to take positive steps toward reducing student suicide through:

1. **Prevention.** To provide in-service training to all school district employees with information about the recognition of the signs of suicidal behavior to identify the appropriate person to whom someone should report a concern regarding a person demonstrating pre-suicidal or suicidal behavior.
2. **Intervention.** To take immediate and affirmative action when a person demonstrates pre-suicidal behavior, including referral to appropriate person and the implementation of emergency procedures.
3. **Post Event.** To address a suicide or suicide attempt, utilizing the District's crisis response, documentation, and reporting procedures.

As required by law, this policy shall be further developed in consultation with school and community stakeholders, school-employed mental health professions, and suicide prevention experts.

This school district shall utilize training materials and resources developed by the Mississippi Department of Mental Health and shall comply with all requirements of the Mississippi Department of Education regarding suicide prevention.

The Superintendent or designee shall develop procedures for the implementation of this policy.

SEXUAL HARASSMENT—STUDENTS

—Board Policy JCP

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

District Contact: General Counsel/Title IX Coordinator

PARENT INVOLVEMENT POLICY

—Board Policy JAB / KKA

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

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

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

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

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

1. Each Title I school must notify parents of its parental involvement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, Title 1 schools must make their parental involvement policy available to the local community and update it periodically to meet the changing needs of parents and the school;
2. Encourages the participation of parents of students eligible for Title I services in all aspects of their child's education, including the development and implementation of District programs, activities, and procedures designed to carry out the Every Student Succeeds Act (ESSA) parent involvement goals;
3. To support the efforts of parents by providing flexibility in meeting and conference times, purposes and locations;

4. To convene annual meetings to explain school programs, policies and plans;
5. To involve parents in planning and evaluation procedures;
6. To provide timely information regarding meetings, activities, and requests for parent responses;
7. To provide prompt, personal responses to parents' requests and recommendations;
8. To strengthen the effectiveness of parents' ability to work with their children at home by providing training and support;
9. To provide school performance profiles that clearly show parents the schools' progress toward meeting state standards;
10. To provide opportunities for parents to assist in the instructional process at school and at home;
11. To provide regular, timely information for parents about their child's participation and progress in all educational programs;
12. To utilize creative, timely means of communication with parents;
13. To model positive communication with parents and practice methods to resolve conflicts;
14. To provide a comprehensive range of opportunities for parents to become informed and involved;
15. To provide a description and explanation of the curriculum, assessment and expected proficiency requirements;
16. To develop homework practices that foster successful learning experiences for parent and child;
17. To assess the needs of families and design training opportunities that address these needs;
18. To assess the professional development needs of staff members and provide training opportunities designed to strengthen staff involvement with parents;
19. To coordinate services with the school counselor, social services, Head Start, Even Start, and community agencies to address key family issues;
20. To recognize the diversity of family structures, circumstances, and responsibilities, including differences that might hinder parent participation;
21. To develop a school-parent compact designed to outline the role of parent, child and school personnel in the shared responsibility for learning;
22. To work constructively with school level parent-teacher associations (PTAs) and other parent organizations to actively involve parents in their child's school;
23. Under the McKinney-Vento Homeless Assistance Act, schools must identify children and youth in homeless situations and provide appropriate services. Homelessness is one who (A) lacks a fixed, regular and adequate nighttime residence and (B) includes – (i) children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (iii) children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children. Information will be shared about McKinney-Vento services, rights, and definitions when a parent or youth cannot provide proof of residency, guardianship, or other documentation, or when they display other possible indicators of homelessness. Delaying the enrollment of a homeless student violates federal law and may place the student in danger.

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

PARENT-TEACHER CONFERENCES

Close communication between home and school is an important factor in establishing a highly effective school program. Planned conferences between parents and teachers are vital in establishing close cooperation and a useful link to improve student achievement.

Conferences via telephone, electronic mail, or a personal contact between parents and teachers provide an opportunity for a mutual exchange of information and ideas for constructively impacting the educational experience of the child. All conferences shall be scheduled during teacher conference periods or immediately before or after school. Teachers may request, and principals may require the attendance of counselor or other personnel at scheduled conferences. The principal or his designee shall maintain a file relative to all conferences.

PARENT RIGHTS

- Visit schools and classes at times that respect the educational environment.
- Be treated with courtesy by all members of the school staff.
- Be informed of all services in exceptional education.
- Organize and participate in organizations for parents.
- Be informed of the academic requirements of any school program.
- Participate in meaningful parent-teacher conferences to discuss their child's school progress and welfare.
- Be informed of approved procedures for seeking changes in school policies and for appealing administrative procedures.
- Ask questions to ensure understanding.
- Expect reasonable protection for their child from physical harm while under school authority.
- Request a conference to inspect, review, and seek to amend educational and disciplinary records if corrections need to be made by school personnel.
- Be informed of school policies and administrative decisions.

PARENT RESPONSIBILITIES

- Provide proof of a bona fide residence in the City of Jackson.
- Provide required immunizations documents to the school system.
- During registration, provide the school system with proof of the child's age.
- Notify the school whenever the child is absent.
- Ensure the child attends school regularly.
- Assume primary responsibility for the discipline of the child.
- Model cooperation with school and transportation personnel.
- Respond to school personnel requests for information and meetings.

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

—Board Policy JCFAA

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

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;

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

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

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

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

TEACHER AS AUTHORITY IN CLASSROOM

—Board Policy JCBAAAA

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

MISSISSIPPI EDUCATOR CODE OF ETHICS: STANDARDS OF CONDUCT

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

Standard 4: Educator-Student Relationships

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

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

a) Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students.

b) I am nurturing the intellectual, physical, emotional, social, and civic potential of all students.

c) Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.

d) Creating, supporting, and maintaining a challenging learning environment for all students.

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

a) Committing any act of child abuse

b) Committing any act of cruelty to children or any act of child endangerment

c) Committing or soliciting any unlawful sexual act

d) Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability

e) Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/ unauthorized drugs

f) Soliciting, encouraging, participating, or initiating an inappropriate written, verbal, electronic, physical, or romantic relationship with students.

Examples of these acts may include but not be limited to:

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

TEACHER / STAFF RESPONSIBILITIES

- Be prepared to teach and provide quality instruction within the current curricular framework.
- Exhibit an attitude of respect for students that has a positive influence in helping them develop good citizenship traits.
- Remain knowledgeable about school policies and rules, and enforce them in a fair, impartial, and consistent manner for all students.
- Communicate information regarding student progress and achievement on a regular and timely basis to students, parents, and other involved professionals.
- Maintain an atmosphere that contributes to positive student behavior.
- Provide daily classwork and assignments for students with lawful absences, including those students on suspension.
- Develop and maintain a positive working relationship with students and staff.
- Strive to improve the quality of life throughout the school community.
- Maintain an environment of mutual respect and dignity.
- Encourage the use of appropriate counseling services.
- Report bullying, harassment, or intimidation.
- Communicate policies and expectations to students and parents, including course objectives and requirements, grading procedures, assignment deadlines, and classroom discipline plans.
- Report suspected child abuse and / or neglect to Child Protective Services as mandated.
- Elevate reports of bullying, harassment, or intimidation to the school administrator for investigation and resolution.

SCHOOL ADMINISTRATOR RESPONSIBILITIES

- Support teaching and learning by creating and maintaining a safe and orderly environment.
- Promote communication with all stakeholders and present opportunities for students, staff, and parents to address grievances.
- Enforce the Handbook and the Student Code of Conduct and ensure the fair, consistent, and prompt resolution of concerns and infractions.
- Evaluate instructional programs regularly and comprehensively.
- Support the development of and participation in appropriate extracurricular activities by students.
- Report suspected child abuse and / or neglect to Child Protective Services as mandated.
- Process reports of bullying, harassment, or intimidation.

DISTRICT ADMINISTRATOR RESPONSIBILITIES

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

SECTION 7: INSTRUCTIONAL MANAGEMENT SYSTEM

—Board Policy IDA

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

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

- Instructional time in the classroom shall be protected.
- Professional development time shall be designated to work on the district's curriculum.
- All competencies and objectives assessed by the Mississippi Department of Education Assessment System will be taught.
- The basic curriculum of each elementary, intermediate, and middle school shall consist of reading/language arts, mathematics, science, social studies, and the arts, which may be taught by regular classroom teachers.
- The basic curriculum of each high school shall consist of required and approved courses outlined in the current edition of the Mississippi Public School Accountability Standards (most recent edition) and the Approved Courses for the Secondary Schools of Mississippi.
- The district conducts an annual analysis of student performance and takes action to improve the curriculum, the instructional delivery, and / or the evaluation procedures.

It is the responsibility of the district to communicate information continuously and regularly to parents, legal guardians, or custodians about their child's educational development. These communication efforts shall be, in addition, regular student appraisal reports. Such efforts will help to ensure understanding and support of the instructional programs of the Jackson Public School District.

As students engage in instruction through virtual learning, the same rules and expectations apply as if students were in the physical setting with teacher and students. Consequences for misbehavior during virtual learning opportunities will reflect the same consequences administered when students are in a physical environment. Students are expected to do the following:

- Engage fully in the learning activity.
- Maintain integrity when completing classroom assignments.
- Conduct themselves in an appropriate manner-respecting all rules and regulations of the school district.
- Respect district property- take proper care of materials and use for educational purposes.
- Be fully dressed for school in appropriate clothing.
- Choose your background purposefully and limit the use of virtual backgrounds during virtual school classes.
- Refrain from taking or posting any pictures or screenshots during a videoconference session.
- Refrain from recording the videoconference session.

LITERACY-BASED PROMOTION ACT

—Board Policy ICHI

In compliance with the Literacy-Based Promotion Act, it is the intent of the Jackson Public School District to improve the reading skills of kindergarten through third-grade students so that every student completing the third grade is able to read at or above grade level. The district shall comply with all requirements of the Act, including, but not limited to, placing an emphasis on grade-level reading skills, particularly as students' programs through grades K-3. A student scoring at the lowest achievement level in reading on the state-wide assessment for a third grade will not be promoted to fourth grade unless the student qualifies for a good cause exemption. Amended in 2016, the Literacy-Based Promotion Act includes changes such as an Individual Reading Plan (IRP) and increased expectations for third-grade students. Students may meet the promotion requirements of the Act by—

- earning a passing score (Level 3 or above) on the multiple-choice portion of the 3rd Grade MAAP ELA Assessment.
- achieving a passing score (Level 3 or above) on either of the two retest opportunities on the 3rd Grade Reading Alternative Assessment; or
- achieving a composite score of Level 3 or higher on the 3rd Grade, MAAP ELA Assessment after the writing is scored.

STANDARDIZED TESTING PROGRAM

—Board Policy II

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

Parents Right to Opt-out (Testing)

Statewide assessments are a useful and valid tool that assist the MDE, the SBE, and the Mississippi Legislature in evaluating schools, school districts, and generally the progress that we are making in raising the level and quality of education across our state. Statewide testing is so important that it has actually been codified in state law. (Mississippi Code §§ 37-16-1, et seq.). Along with the MDE every school district in the state is required to "periodically assess student performance and achievement in each school." (Mississippi Code § 37-16-5). Mississippi law mandates that "basic skills tests shall be completed by each student" and "in the event of excused or unexcused absences, make-up tests shall be given." (Mississippi Code § 37-16-3 (2)). In summary, student assessments are not an option, they are a requirement. School districts are not required to provide alternative activities on testing days for students whose parents do not want them to take scheduled tests.

SELECTION OF INSTRUCTIONAL MATERIALS

—Board Policy IJ

Section I: Background

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

Section II: Definitions

Instructional materials are print and non-print items that are designed to impart information to students in the educational process. Instructional materials include items such as kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic media, including but not limited to music, movies, radio, software, CD-ROMs, and online services.

Library books are literary works, narratives, and other texts that are selected for research or use but not used for guided or directed instruction.

Section III: Selection of Instructional Materials

Instructional staff shall consider the following factors in the selection evaluation and use of instructional materials:

- Directly support student achievement toward the school district's curriculum standards
- Impact on instructional time
- Authenticity
- Age/grade appropriateness and in the case of motion picture media, the age ratings of the Motion Picture Movie Association shall be applied.
- Compliance with Policy and Procedures GACP entitled "Printing and Duplicating Services / Copyright Law."

Section IV: Parental Permission Required

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

Section V: Applicability to Vendors and Afterschool Providers

This policy shall apply to afterschool providers or afterschool vendors who provide services through a contractual relationship with the Jackson Public School District.

Section VI. Reconsideration of Instructional Materials

When a parent, student, or staff member objects to the appropriateness of instructional material, the staff shall attempt to resolve the matter informally and at the local school level. In the event the matter cannot be resolved informally, the person who raises the objection may proceed to the appropriate assistant superintendent and place in writing to him or her the specific objection, nature thereof, and the school.

Section VI: Promulgation of Procedures

The superintendent is authorized to promulgate rules, regulations, and procedures to implement this policy.

TEACHING ABOUT RELIGION / PRAYER IN SCHOOL

—Board Policy IKB

The District shall comply with state and federal statutes and with Mississippi United States Supreme Court, and other federal court decisions regarding prayer in schools and at school-related activities. No doctrinal, sectarian, or denominational teaching shall be permitted in the schools. When there is a conflict between laws, the District will follow federal law. No person shall be compelled or coerced into participating in any religious activity. Likewise, no person shall be denied the right to exercise his religious beliefs as long as such exercise is consistent with state and federal law. All inquiries with regard to religious activities, including prayer, taking place during school events or on school property, shall be directed to the District Council.

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

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

ATHLETICS

—Board Policy IDH

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

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

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

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

INSTRUCTIONAL MATERIALS AND FEES

—Board Policy IFB

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

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

TEXTBOOKS

—Board Policy IFCA

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

DAMAGED BOOKS

Principals are authorized to collect for any damage to, or excess wear of, textbooks. The amount collected should be determined by the extent such damage has impaired the future use of the books and should be sufficient to impress upon parents and children the necessity for proper care in the use of district textbooks. All monies thus collected shall be returned to the school's textbook account through the district textbook custodian.

SCHOOL LIBRARIES

—Board Policy IFD

This Board recognizes that school libraries are essential to academic development and high levels of student achievement. It will be the policy of this District that a learning media program, which meets the Mississippi Public School Accountability Standards, be provided in each elementary and secondary school in the District. Each school media center will serve in an instructional support capacity, and the media specialist will work cooperatively with teachers in all curriculum areas to plan and to coordinate the use of materials, equipment, and services which help meet instructional objectives. Purchases of materials in multiple formats, designed to support the instructional goals and information needs of the school population shall be those recommended by licensed library media specialists, teachers and administrators guided by a district-approved collection development policy.

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

USE OF PUBLIC-SCHOOL LIBRARIES

—Board Policy IFDA

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

STUDENT EQUAL EDUCATIONAL OPPORTUNITY

—Board Policy JAA

The purpose of this policy is to ensure that the district complies with the applicable laws regarding discrimination on the basis of disability. This concept of equal educational opportunity is a guide in making decisions relating to school facilities, employment or personnel, selection of educational materials, equipment, curriculum, and regulations affecting students.

Section 504 of the Rehabilitation Act of 1973

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

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

The Jackson Public School District acknowledges its responsibility under Section 504 to prohibit discrimination against students with disabilities in admission to or access to or treatment in its programs and activities to the extent provided by law. Discrimination against any person with a disability will not knowingly be permitted in any program or practice of the district. District contact is Mrs. Hope Pearson, Assistant Sped. Supervisor & Section 504 Coordinator at (601) 960-8890.

Evaluation under Section 504 of the Rehabilitation Act of 1973

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

DISTRICT ASSURANCES FOR CHILDREN WITH DISABILITIES

—Board Policy IDF

Jackson Public School District is committed to providing appropriate educational services to children with disabilities. The district is committed to providing full educational opportunities to all children with disabilities through age twenty-one. The opportunities will be provided per applicable state and federal laws and court decisions.

SECTION I: FREE APPROPRIATE PUBLIC EDUCATION

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

Preschool students who have been determined to have a disability under IDEA, Part B, shall be provided a free appropriate public education following and Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) no later than their third (3) birthday.

Children participating in early intervention programs under Part C of IDEA, and who are eligible and will participate in preschool programs under Part B of IDEA, will experience a smooth and effective transition to the district's preschool program. Appropriate district personnel will participate in transition planning conferences arranged by the Department of Health, the lead agency for Part C of IDEA.

Per Part B of IDEA regulations, student with disabilities who have graduated from high school with a general education diploma are not entitled to a free appropriate public education by the district.

Procedures for implementing this policy by the district are those contained in the state regulations that are relevant to local school districts and issued by the Mississippi Department of Education.

SECTION II: FULL-SERVICE GOAL

The District is committed to serving students with disabilities and hereby sets a goal of providing full educational opportunities to all students with disabilities through age twenty-one. The opportunities will be provided in accordance with applicable state and federal laws and court decisions. At this point, Mississippi Law does not allow public schools to provide educational opportunities to student with disabilities over the age of twenty.

Section III: CHILD FIND

The District will continue its efforts to search for unserved children, ages birth through twenty-one, who need special education and related services as defined under IDEA, Part B. Children with disabilities, including children who are homeless children or are wards of the State, regardless their disability, are identified, located and evaluated for services. Following IDEA, Part B, the district will conduct Child Find activities for children who reside in the district's jurisdiction and who are enrolled in the district.

Similar Child Find activities undertaken for the public-school children enrolled in the district will be conducted concerning the identification, location, and evaluation for those children with disabilities who are enrolled in private, including religious, elementary, and secondary school located within the boundaries of the district. The Child Find process will be completed in a time period comparable to that for other students enrolled and attending public schools within the district.

Please visit the district's website for full components of Policy IDF.

OBSERVATIONS / SCREENINGS / ASSESSMENTS

—Board Policy IDFB

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

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

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

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

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

SPEECH LANGUAGE SCREENING

—Board Policy IDFA

The purpose of this policy is to ensure that the district complies with all requirements of the Mississippi Speech-Language Therapy Scholarship for Students with Speech-Language Impairments provided in Mississippi House Bill 896, Legislative Session 2013. A parent or legal guardian may provide written notification to the local school district opting out of the mandatory screening provided by the district. The provisions of this section shall not apply to homeschooled students.

DYSLEXIA SCREENING

—Board Policy IDFAB

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

VISION AND HEARING SCREENING

—Board Policy JDO

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

GRADE AND SUBJECT CLASSIFICATION

—Board Policy JBI/IDD

Section I: Regular Classification

Principals shall be governed by the regulations of the Mississippi Accrediting Commission in accepting students from accredited and non-accredited schools in grade and subject classification. Students applying for admission from non-accredited schools shall be temporarily placed in the grade and subject in which they have been recommended by the non-accredited school. Principals shall allow enough time for examination, observation, and fair appraisal of the scholastic status of such students to determine whether proper classification has been made. Following such evaluations, the principal shall make an appropriate placement of students.

Students will be officially enrolled in a Jackson Public School after attending another school, once the principal provides proper records of previous school attendance, to which admission is requested. Upon receipt of the school records, the principal will make the student's proper grade and subject classification. The following grade classification shall be made annually.

1. **Elementary School**

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

2. **Middle School (6 – 8)**

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

3. **High School (9 – 12)**

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

Section II: Grade Classification of Students Enrolling for the First Time beyond First Grade

Students enrolling in school beyond Grade one (1) for the first time who meet the criteria of a compulsory school age pupil shall be granted temporary grade classification according to age appropriateness. Students will undergo a series of approved assessments and observations to determine permanent grade classification. The evaluation process is time-sensitive but must allow the school principal adequate time to assess, examine, and select the most appropriate academic placement for the pupil.

Section III: Testing for Grade Placement

For Home Schooled, Internationally Schooled, and Non-Accredited Schooled students, the District adheres to the home study policy set forth by Miss. Code Ann.37-15-33. This policy shall also apply to students wishing to enter the Jackson Public School District from an international or non-accredited school in the United States.

- Any student enrolling in the Jackson Public School District from a home study 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, an 8th grade social studies 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 or for the first and second semesters in year-long courses.
- The administrator or his designee of each public school shall administer the test or tests to such pupil or pupils as shall apply for transfer to such public school. Such test or tests shall be administered within thirty (30) days after filling each such application for transfer. Notice of administering such tests shall be given to the applicant no less than five (5) days before each test administration date.
- No transfer of a pupil shall be affected until the test has been given and the pupil is assigned according to the grade and class for which the test shows he is best suited. No pupil shall be assigned to a grade and class more than three (3) grades above or below the grade or class that the pupil would have been given to have the pupil remain in the school from which the transfer is being made.
- The Jackson Public School District is not obligated to provide review assistance. However, textbooks will be made available upon request.

GRADING SYSTEM

—Board Policy IGA

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

The grading system is a method of communication about the student's intellectual, social, and emotional development. The grading system is based upon student achievement and performance, bearing in mind that any system incorporates both subjective and objective considerations in student evaluation.

The following numerical values shall be used in determining letter grades for all Jackson Public School District scholars:

Elementary Schools

GRADES 1–5	
Letter Grade	**Numerical Grade**
A (Excellent)	100 –90
B (Above Average)	89-80
C (Average)	79-70
D (Below Average)	69-60
F (Failure)	59 and below

GRADE ADJUSTMENT AND MINIMUM GRADE

—Board Policy IGAB

The building principal is responsible for the supervision and maintenance of student records at the school level. This responsibility may be delegated by the principal to the guidance counselor. As part of the principal's responsibility or delegated responsibility to the guidance counselor, adjusting a student's grades or credits shall be consistent with the following guidelines and Miss. Code Ann. §37-11-64.

Grading

This board intends to have a grading policy that is uniform by school grade designation. The grading policy is not required to be uniform across all grade levels. The grading policy will be adopted by the local school board, published in the student handbook, and disseminated to parents.

It is the intent of the Commission on School Accreditation and the State Board of Education that grading is the responsibility of teachers. Any change of grades, other than a final grade, shall be addressed with the teacher who issued the grade and the building level administrator.

Conversion of Letter Grade to a Numerical Grade

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

Elementary Schools

GRADES 1–5	
Letter Grade	**Numerical Grade**
A	100-90
B	89-80
C	79-70
D	69-60
F	59 and below

GRADES 1–5	
Letter Grade	**Numerical Grade**
E	100-90
S	89-80
N	79-70
U	59 and below

Middle and High Schools

GRADES 6–12	
Letter Grade	**Numerical Grade**
A	100-90
B	89-80
C	79-70
D	69-60
F	59 and below

Transfer students with any other non-traditional grades or no grades will be reviewed by the school's local Multi-Tier System of Supports (MTSS) team (i.e., principal, teacher, counselor, and interventionist) and the assistant superintendent to determine the appropriate numerical grade. The school's local MTSS team must keep all documentation used to determine the appropriate grade including, but not limited to, MTSS meeting minutes, assessment (i.e., STAR or any other standardized assessment), report card from sending district/school and an intervention plan.

Grading Changes

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

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

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

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

Pursuant to the Commission on School Accreditation and the Mississippi Board of Education, grading is the responsibility of teachers. Any change of grades, other than a final grade, shall be addressed with the teacher who issued the grade and the building level administrator.

Any change of a final grade (as recorded on a cumulative folder or permanent record) shall be presented and approved by a panel consisting of, at a minimum, the teacher issuing the grade, the building level administrator, and a central office administrator.

Written documentation (which includes signatures of all panel members) of all actions must be included in the cumulative folder and available for review by the Mississippi Department of Education. Any changes or corrections must be made on the cumulative folder and permanent record as required by the Mississippi Cumulative Folders and Permanent Records Manual of Directions. If the district is going to mandate or require the awarding of a minimum grade, then the district must adopt a written board policy that includes input and support from administrators, teachers, and stakeholders in the development of said policy. Districts may adopt specific grading policies that address the needs of special populations, such as students with disabilities and English Language Learners.

For a copy of the Mississippi Cumulative Folders and Permanent Records Manual of Directions, please visit the Mississippi Secretary of State's website at Regulations and Enforcement.

The Awarding of a Minimum Grade

No student in grades 1-12 shall receive a term or final grade of less than 50 in any subject.

PROMOTION AND RETENTION OF STUDENTS

—Board Policy JBJ

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

Section 1: Instructional Model Which Consists of Three (3) Tiers of Instruction

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

Tier I: Quality classroom instruction based on the Mississippi Curriculum Framework

Tier II: Focused supplemental instruction

Tier III: Intensive interventions specifically designed to meet the needs of individual students

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

Teacher Support Teams

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

a. research-based

b. designed to address the student's specific deficit areas

c. implemented as designed by the TST

d. supported by data regarding the effectiveness of interventions

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

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

A. Students in grades 1-3 who have failed one (1) grade;

B. Students in grades 4-12 who have failed two (2) grades;

C. Students who failed either preceding two (2) grades and have been suspended or expelled for more than 20 days in the current school year; or

D. Students scoring at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi statewide accountability system,

E. A student is promoted from grade 3 to 4 under a good cause exemption of the Literacy-Based Promotion Act.

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

Intensive Reading Instruction

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

- performance on reading screener approved or developed by MDE, or
- locally determined assessments and teacher observations conducted in Kindergarten and grades 1 through 3, or
- statewide end-of-year assessments or approved alternate yearly assessments in grade 3,

must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.

Progress Monitoring

Teachers should use progress monitoring information to:

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 student gains essential skills.

Monitoring of student is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments. After a referral is made, the TST must develop and begin implementation of intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s), the TST must conduct a documented review of the interventions to determine the success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

Required Screening

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

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

- Phonological awareness and phonemic awareness;
- Sound-symbol recognition;
- Alphabet knowledge;
- Decoding skills;
- Encoding skills; and
- Rapid naming, quickly naming objects, pictures, colors, symbols (letters or digits) aloud.

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

Section II: Grades K-5

A. Kindergarten

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

1. Kindergarten Philosophy and Goals

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

2. The goals for kindergarten are outlined below:

a. Develop a positive self-concept.

b. Achieve intellectual growth.

c. Enlarge student's world of people, experiences, ideas, and things.

d. Increase competences and skills in reading, writing, listening, thinking, and speaking.

e. Increase the skills involved in physical coordination.

f. Increase competence in dealing with emotional feelings and social situations.

g. Increase competence in self-direction and independence.

h. Develop cooperative trusting relationships.

i. Develop a natural curiosity and creative potential.

3. Learning Principles

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

a. Children learn as total persons (emotionally, socially, physically, and intellectually).

b. Children go through similar stages of development but at individual rates.

c. Children learn through their senses (hearing, seeing, touching, tasting, and smelling).

d. Children learn through active involvement (exploring, playing manipulating and problem-solving)

e. Children learn through attitudes as well as through content; therefore, attention should be given to methods, emotional climate, environment, and teacher-child interaction.

f. Children learn through play; therefore, sensitivity to the value of play is required, for it is through play that children create their own meaning and learning schemes. Play is the work of the child.

B. Grade 1

Students must master the State Core Curriculum and the district objectives in reading, language arts, and mathematics with a grade average of 60 in each subject.

C. Grade 2

Students must master the State Core Curriculum, which will be embedded in the term and semester tests, and the district objectives in reading, language arts, and mathematics, with a grade average of 60 in each subject.

D. Grade 3

Students must master the State Core Curriculum and the district objectives in reading, language arts, and mathematics with a grade average of 60 in all academic subjects (reading, language arts, mathematics, science/health, and in social studies).

LITERACY BASED PROMOTION

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

Intensive Reading Instruction and Intervention

Each student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education, statewide end-of-the year exam, or approved alternate assessment in Grade 3, shall be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.

The universal reading screener or locally determined reading assessment may be given in the first 30 days of the school year and repeated at mid-year and at the end of the school year to determine student progression in reading in

Kindergarten-Third Grade. If it is determined that the student continues to have a reading deficiency, the student shall be provided with continued intensive reading instruction and intervention by the district until the reading deficiency is remedied.

Parent Notification of Reading Deficiency

Immediately upon the determination of a reading deficiency, and subsequently with each quarterly progress report until the deficiency is remediated, the parent or legal guardian of a kindergarten-third grade student who exhibits a substantial deficiency in reading shall be notified in writing by the student's teacher of the following:

1. The student has been identified as having a substantial deficiency in reading;
2. A description of the services that the school district currently is providing to the student;
3. A description of the proposed supplemental instructional services and supports that are designed to remediate the identified area of reading deficiency which the school district plans to provide the student;
4. That if the student's reading deficiency is not remediated before the end of the student's third-grade year, the student will not be promoted to fourth grade unless a good cause exemption specified below is met;
5. Strategies for parents and guardians to use in helping the student to succeed in reading proficiency.

Social Promotion Prohibited

In compliance with the "Literacy-Based Promotion Act," social promotion is prohibited in the Jackson Public School District. A student may not be assigned a grade level based solely on the student's age or any other factors that constitute social promotion.

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

The LBPA was amended in 2016 and includes changes such as Individual Reading Plan (IRP) and increased expectations for third grade students beginning in 2018-2019.

Good Cause Promotion

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

A. Limited English proficient student who has less than two years of instruction in an English Language Learner program

B. A student with a disability whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law

C. A student with a disability who participates in the state annual accountability assessment and who has an IEP or a Section 504 plan that reflects that the individual student has received intensive remediation for two years but still demonstrates a deficiency in reading or was previously retained in kindergarten or first, second, or third grade

D. A student who demonstrates an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education

E. A student who received intensive intervention in reading for two or more years but still demonstrates a deficiency in reading and who previously was retained in kindergarten or first, second, or third grade for a total of two years and has not met exceptional education criteria

Good Cause Request

A request for good cause exemptions for a third-grade student from the academic requirements established for promotion to fourth grade shall be made consistent with the following:

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

The parents of any student promoted may choose that the student is retained for one (1) year, even if the principal and district superintendent determine otherwise.

Parent Notification of Third Grade Retention

Written notification shall be provided the parent or legal guardian of any third-grade student who is retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption. The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified area of reading deficiency. This notification shall be provided to the parent or legal guardian in writing, in a format adopted by the Mississippi Board of Education in addition to report cards given by the teacher. Parents and legal guardians of the third-grade students shall be provided with a "Read at Home" plan outlined in a parental contract, including participation in regular parent-guided home reading.

Retained Third Graders

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

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

In the event that a student passes the Mississippi Academic Assessment Program (MAAP) in reading or the third-grade MKAS, but fails a content-area subject (reading, language arts, math, science, and/or social studies), he or she may attend summer school for promotion in that content area. If a student fails more than two subjects, he or she will not be eligible to attend summer school and must repeat the third grade. Any scholar who passes the reading and language content/course work but fails the state assessment will not be eligible for promotion to the fourth (4^{th}) grade.

Interventions for Students with Good Cause Exemptions

A student who is promoted to fourth grade with a good cause exemption shall be provided intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted.

Intensive Acceleration Support Classes

The Jackson Public School District may provide, where applicable, an intensive acceleration support class for certain students' purposes:

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

E. Grade 4

Students must master the State Core Curriculum and the district objectives in reading, language arts, and mathematics with a grade average of 60 in each subject. Students must also have an overall average of 60 in all academic subjects (reading, language arts, mathematics, science/health, and social studies).

F. Grade 5

Students must master the State Core Curriculum and the district objectives in reading, language arts, and mathematics with a grade average of 60 in each subject. Students must also have an overall average of 60 in all academic subjects (reading, language arts, mathematics, science/health, and social studies).

Section III: Middle School Grades 6, 7, AND 8

Promotion

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

Minimum Standards

1. Students shall pass each of the following major courses with a grade of 60 or above:
   - Language Arts
   - Mathematics
   - Science
   - Social Studies
2. Students who do not meet minimum skill mastery requirements will:
   a. Be retained at an appropriate grade level when a failure occurs, or
   b. Attend a tuition summer school program, and if minimum performance standards are met, the promotion will be granted. However, summer school attendance does not assure promotion to the next grade. Only students failing a maximum of two (2) courses, including algebra and pre-algebra, with at least a grade of fifty (50) in each course, can be expected to successfully complete the course objectives during the six-week summer session to be promoted to the next grade. Students with three (3) or more Fs cannot attend summer school for promotion.

c. Any student who fails Algebra I and no more than one (1) other course is required to do the following in order to be promoted to the 9th grade:

- Take and pass, in summer school, the course, other than Algebra I, that was failed; and one of the following:
- Attend a summer remediation course in Algebra I;
- Enroll in Algebra I during the following school year; or
- Enroll in and pass Algebra I before completing high school.

3. Grades six through eight will each be tested using a district-wide test at intervals as follows: 1st Nine Weeks, 1st Semester, 3rd Nine Weeks, and 2nd Semester.

Section IV: High School – Grades 9, 10, 11, AND 12

A. Promotion in grades nine through 12 shall be based upon each pupil's accumulation of earned course units (Carnegie units). The Core Curriculum, which includes state and district objectives, requires a final grade of 60 in each subject before Carnegie units will be awarded. Please see Policy IGB/JBQ for a detailed explanation of JPS's graduation requirements.

B. An exceptional education student who is a candidate for a standard high school diploma shall follow the same criteria for mastery and promotion as for other students. Appropriate modifications and accommodations, as defined by the IEP, will be followed.

C. An exceptional education student who cannot meet basic skills as set forth in the district curriculum, but does successfully complete the individual educational program (IEP), may be moved to the next level. A certificate will be granted upon completion of the program. The decision regarding participation in this program will be made by the student's individual educational program team, which must contain a school counselor.

D. An exceptional education student that meets the criteria for having a significant cognitive disability may participate in a program of study to earn an Alternate Diploma.

Minimum Requirements for Promotion for Grades 9–12	
9th	0
10th	8
11th	14
12th	20

Students with eligibility rulings for exceptional educational services that have been considered as having a significant cognitive disability shall be promoted or retained based upon mastery of skills specified in their Individual Educational Plan and a decision reached by the IEP committee.. Additionally, diploma-bound students shall meet the graduation requirements of Board Policy IGB: Graduation Requirements.

WEIGHTED GRADES

Course grades for Advanced Placement®, International Baccalaureate®, and Dual Credit / Dual Enrollment receive more weight than regular course grades. In calculating high school GPAs, a “B” in an AP/IB/DC/DE course is counted as an “A,” a “C” is counted as a “B,” and so on. A comparison table is given below.

Weighted Quality GPA for AP/IB/DC/DE Courses

Letter Grade	Score	Quality Points
A	100-90	5.0
B	89-90	4.0
C	79-70	3.0
D	69-60	2.0
F	59 & below	0.0

Weighted Quality GPA for Regular Courses

Letter Grade	Score	Quality Points
A	100-90	4.0
B	89-80	3.0
C	79-70	2.0
D	69-60	1.0
F	59 & below	0.0

Weighted Quality GPA for Accelerated Courses

Letter Grade	Score	Quality Points
A	100-90	4.5
B	89-90	3.5
C	79-70	2.5
D	69-60	1.5
F	59 & below	0.0

VALEDICTORIAN AND SALUTATORIAN

Overview

The criteria for selection of the valedictorian and salutatorian will be based on all credit courses taken towards graduation. The student having the highest and second highest-grade point average during his / her school period shall be recognized as Valedictorian and Salutatorian, respectively. A student must have attended the respective JPS high school for a minimum of four semesters, which is inclusive of their senior year (not including summer school),and must be completing a 4-year course of study, to be considered for valedictorian or salutatorian.

Transfer Students

In the event that number grades are not sent from a prior school and verification is present that efforts have been made to secure the number grades and these efforts have been unsuccessful, then transfer students’ grades will be averaged using the midpoint grade. Grades/credits earned through home schooling and non-accredited schools will not count towards Valedictorian and Salutatorian.

Grade Point Average

The grade point average will be calculated at the end of semester 2 to determine the top two students.

Co-Valedictorians and Salutatorians

In selecting the valedictorian, if the grade point average of the top graduates is the same or is a difference of less than .03, then co-valedictorians will be named.

In selecting the salutatorian, if the second highest grade point average – after the valedictorian’s average is determined – is the same or is a difference of less than .03, than co-salutatorians will be named.

When co-valedictorians and co-salutatorians are named, they will be honored in alphabetical order.

TOP TEN SCHOLARS

Overview

The criteria for selection of the Top Ten Scholars for each high school will be based on all credit courses taken towards graduation. The top ten students having the highest and second highest-grade point average during his / her school period shall be recognized as valedictorian and salutatorian.. A student must have attended the respective JPS high school for a minimum of four semesters, which is inclusive of their senior year (not including summer school),and must be completing a 4-year course of study, to be considered as a Top Ten Scholar.

Transfer Students

In the event that number grades are not sent from a prior school and verification is present that efforts have been made to secure the number grades and these efforts have been unsuccessful, then transfer students' grades will be averaged using the midpoint grade. Grades/credits earned through home schooling and non-accredited schools will not count towards Top Ten.

Grade Point Average

The grade point average will be calculated at the end of semester 2 to determine the top ten students.

Identification of Honors

Students who have received a cumulative 3.0 grade point average (GPA) at the end of their senior year will receive honor designation.

EXEMPTION FROM FINAL EXAMINATIONS

Students meeting the following conditions will be eligible for exemption from final examinations:

- All graduating seniors with an 80 average or above in a subject for the year may be exempt from the final examination in that subject.
- Students in the ninth through eleventh grades with an 90 average or above in a subject for the year may be exempt from the final examination in that subject.

Students in the ninth through twelfth grades with missing work are ineligible for exemption from taking exams. Students shall not be informed of their exemption status until the day prior to the exam beginning. Students are expected to attend class on review days.

DUAL ENROLLMENT-DUAL CREDIT

Board Policy IGBAB

The Board of Trustees of the Jackson Public School District recognizes that dual enrollment of qualified high school scholars in high school and Mississippi public institutions of higher learning is a worthy endeavor. The Mississippi Legislature amended Miss. Code Ann. 37-101-15 to provide that state institutions of higher learning may establish dual enrollment programs for qualified high school scholars and shall enter into an articulation agreement to fully recognize credit received by such scholars. Please visit the district's website for the full components of Policy IGBAB.

GRADUATION REQUIREMENTS

—Board Policy IGB

Scholars in the Jackson Public School District shall graduate from this district utilizing one of the Mississippi Department of Education (MDE) graduation options and by meeting all other requirements as defined by the Mississippi Department of education found here: https://www.mdek12.org/ESE/diploma as well as the Jackson Public School District's additional graduation requirements, in the JPS Student Handbook.

Any person who has withdrawn from high school before graduation may be granted a diploma from the Mississippi public high school that the person last attended if the person has:

a. Completed al requisite graduation course work requirements and has achieved the equivalent requirements a passing score on an assessment reasonable comparable to the respective assessments that would qualify the person for high school graduation that as such assessments existed at the time that the student would have graduated.

b. Made a request to the public high school district that the person last attended in Mississippi that includes relevant transcripts of course work completed.

The superintendent or designee shall establish procedures to support this policy. Please refer to the student handbook for specific information regarding graduation.

The Mississippi Public School Accountability Standards for this policy are standards 14 and 21.

Jackson Public School District Diploma Options

Begins with incoming freshmen of 2021-2022

Mississippi has two diploma options: The Traditional Diploma and the Alternate Diploma. The Traditional Diploma is for all scholars. The Alternate Diploma is an option for scholars with a Significant Cognitive Disability (SCD).

TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I • Geometry
Science	3	• Biology I
Social Studies	3½	• 1 World History • 1 U.S. History • ½ U.S. Government • ½ Economics • ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	• Must occur in the scholar's junior or senior year, or in the scholar completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	5 ½	Must include one year of foreign language.
Total Units Required	**24**	

Requirements

- The scholar should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, scholars must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a scholar must meet ALL of the following:
  - Have a 2.5 GPA
  - Passed or met all MAAP assessments requirements for graduation
  - On track to meet diploma requirements
  - Concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy
- For early graduation, a scholar must successfully complete an area of endorsement or meet one of the exemptions for early graduation. See policy IFG.
- A scholar should take a math or math equivalent course the senior year, if they did not score a 22 subscore on the Math section of the ACT.

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• Alternate English Elements I-IV
Mathematics	4	• Alternate Math Elements I-III • Alternate Algebra Elements
Science	2	• Alternate Biology Elements • Alternate Science Elements II
Social Studies	2	• Alternate History Elements (Strands: U.S. History and World History) • Alternate Social Studies Elements (Strands: Economics and U.S. Government)
Physical Education	½	
Health	½	• Alternate Health Elements
Arts	1	
Career Readiness	4	• Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	• Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)
Additional Electives	2	
Total Units Required	**24**	

Requirements

- The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.
- All scholars are required to participate in the Mississippi Academic Assessment Program-Alternate (MAAP-A) with a score TBD.
- The scholars who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.

Revised July 2025

Jackson Public School District Diploma Options

Traditional Diploma Endorsement Options

Scholars pursuing a Traditional Diploma should identify an endorsement prior to entering ninth grade. There are three endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement.

CAREER AND TECHNICAL or JROTC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I • Geometry
Science	3	• Biology I
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	• Must occur in the scholar's junior or senior year, or in the scholar completion of a 4-year sequence.
Technology or Computer Science	1	
CTE/JROTC Electives	4	• Must complete a four-course sequential program of study
Additional Electives	3 ½	Must include one year of foreign language.
Total Units Required	**26**	

Additional Requirements

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
  - One dual credit course
  - Credit-bearing Work-based Learning
  - Earn a State Board of Education-approved national credential
  - One (1) AP, Diploma Program-IB, or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam.
  - NOCTI/JROTC Leadership and Employability Skills Credential

ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	3	• Biology I + two (2) additional science courses above Biology I
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	• Must occur in the scholar's junior or senior year, or in the scholar completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	7 ½	• Must meet 2 advanced electives of the CPC requirements for MS IHLs. One of the advance electives must be a foreign language.
Total Units Required	**26**	

Additional Requirements

- Earn an overall GPA of 2.5.
- Two (2) elective courses must meet Mississippi IHL college preparatory curriculum (CPC).
- Must successfully complete 1 of the following: ACT sub scores 17 English and 19 Math or Essentials for College Math or College Literacy their senior year or SAT equivalency
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
  - One AP course with a C or higher and take the appropriate AP exam
  - One Diploma Program-IB course with a C or higher and take the appropriate IB exams
  - One academic dual credit course with a C or higher in the course

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	4	• Biology I + two (2) additional science courses above Biology I
Social Studies	4	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	• Must occur in the scholar's junior or senior year, or in the scholar completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	8	• Must meet 2 advanced electives of the CPC requirements for MS IHLs. One of the advance electives must be a foreign language.
Total Units Required	**28**	

Additional Requirements

- Earn an overall GPA of 3.0.
- Two (2) elective courses must meet Mississippi IHL college preparatory curriculum (CPC).
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency subscore.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
  - One AP course with a B or higher and take the appropriate AP exam
  - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
  - One academic dual credit course with a B or higher in the course

Revised July 2025

Jackson Public School District Diploma Options

In order to qualify as an International Baccalaureate (IB) Pathway graduate, scholars must meet the required Carnegie units as outlined by the International Baccalaureate Organization and the course sequence of study approved by the State Board of Education. Scholars withdrawing from the International Baccalaureate program must enroll in and successfully complete the Carnegie unit requirements outlined for one of the pathways given.

The options to meet the Assessments Required for Graduation are:

- passing the subject area tests in Algebra I, English II, Biology I, and U.S. History;
- using a concordance table by combining grades and scale score values;
- using a composite score of 1050 using results from Algebra I, English II, Biology I, and U.S. History;
- obtaining a certain score on the ACT, ASVAB, ACT WorkKeys, MS-CPAS2, or other state-approved industry certification(s); or
- obtaining a grade of "C" or higher in a dual credit / dual enrollment course, corresponding to the end-of-course (EOC) assessment that was not passed.

Jackson Public School District has identified the following allowable acceptance for our scholars that are able to use the traditional diploma option to graduate early:

- The scholar attends REAP and it has been identified in the scholar's ISP plan.
- The scholar is overage and/or failed more than 2 years (overage means as compared to their grade level peers).
- The scholar meets one the exemption option according to Policy IFG.

Revised July 2025

GRADUATION EXERCISES

High school graduation exercises will be held on such dates as designated by the Jackson Public School District's Board of Trustees in the school calendar. Only those students who have completed all graduation requirements as specified by the district's Board of Trustees and the Mississippi Board of Education may participate in graduation exercises.

In addition, all students participating in graduation exercises shall have complied with all rules and regulations inclusive of, but not limited to, required attendance at practice for graduation exercises, dress in designated attire, and such other written or unwritten rules and regulations of the principal which may be deemed appropriate. Failure to timely complete all graduation practices and requirements of the principal shall be grounds for denial to participate in the graduation ceremony, which is a privilege, rather than a right.

Preparation for graduation ceremonies shall be scheduled in a manner that assures that graduating seniors will be absent from classes no more than three days prior to the ceremony.

ASSESSMENT OPTIONS FOR GRADUATION

The assessment options for graduation include the following—

- passing the subject area tests in Algebra I, English II, and Biology I
- using a concordance table by combining grades and scale score values;
- using a composite score of 646 using results from Algebra I, English II, and Biology I
- obtaining a certain score on the ACT, ASVAB, ACT Work-Keys, MS-CPAS2, or other state-approved industry certification(s); or obtaining a grade of "C" or higher in a dual credit / dual enrollment course, corresponding to the end-of-course (EOC) assessment that was not passed

1. Beginning with the 2025-2026 school year, all students enrolled in one(1) of the three (3) end of course Subject Area Test courses must pass the course and participate in the applicable end-of-course Subject Area Test

2. Beginning with the 2025-2026 school year, students shall graduate by passing the course and meeting one (1) of the following options:

   - Passing the applicable end-of-course Subject Area Test, or
   - Using options outlined in Chapter 36, Rule 36.5 or
   - Using the end-of-course Subject Area Test score with the overall course grade based on the
   - Concordance Table for each of the three (3) end-of-course Subject Area Tests as provided to school districts by the Mississippi Department of Education (Students must be enrolled to use this option).

3. Any Mississippi public school student who fails to pass a required end-of-course Subject Area Test, prior to school year 2016-2017, will be offered opportunities to retake the test. **Effective 2025-2026 school year, the U. S. History exam will no longer be administered.** Students who enrolled as graduating **seniors** in the 2024-2025 school year and continued to be enrolled in the 2025-2026 school year and/or thereafter will not be required to retake the assessment. Students who are not enrolled at the beginning of the 2025-2026 school year and who failed this assessment but still need the evaluation to graduate will be required to meet one of the other options instead of the assessment.

The Student Portfolio and Exhibit, MISS. ADMIN. CODE 7-3: 36.4(3) State Board Policy Chapter 36, Rule 36.4(3) (EFFECTIVE 2025-2026 SCHOOL YEAR)

The Student Portfolio and Exhibit option, hereby known as the Bridge-to-Career Course, provides an opportunity for students who
(A) do not obtain a passing score on one or more End-of-Course (EOC) assessments and
(B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025.

Students may utilize an additional graduation option by completing the required components as outlined in the Bridge-to-Career Course. Students who meet all requirements for the Bridge-to-Career Course in addition to all other graduation requirements shall be eligible for the Traditional MS Diploma or the Traditional MS Diploma with a CTE Endorsement or JROTC Endorsement.

EARLY RELEASE

—Board Policy IGBA / JBQA

Early release from classes may be granted to twelfth (12th) grade scholars that meet early release criteria. Twelfth (12th) grade scholars may be scheduled to take only those courses needed for graduation with parental approval, provided they meet the early release criteria stated below. For early release, scholars must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores).

Alternately, if a scholar does not meet the College or Career Readiness Benchmarks, a student must meet all of the following criteria:

- Passed or met all state assessments required for graduation,
- Be on track to meet diploma requirements,
- Have a 2.5 GPA, and
- Concurrently enrolled in Essentials for College Math or Essentials for College Literacy, or Southern Regional Education Board (SREB) Math and Literacy, or Dual Credit Algebra I and English Composition.

T**he District may revoke early release privileges should a scholar violate any of the criteria mentioned above. The student must also have no more than 5 absences per semester.**

EARLY GRADUATION

I. PURPOSE

The Jackson Public School District (JPS) recognizes that some scholars may be ready to graduate from high school early to enter the workforce, pursue post-secondary education, or for other valid reasons. This policy provides guidance for early graduation consideration and ensures that all requirements are met in accordance with the Mississippi Department of Education's (MDE) Rule 36.7, Early Graduation Policy.

II. DEFINITION

For the purposes of this policy, early graduation is defined as the successful completion of all required coursework and standards prior to completing eight (8) semesters of high school work, beginning in the ninth grade.

III. POLICY STATEMENT

Beginning with the 2025-2026 school year, the following guidelines shall govern early graduation in JPS:

A. MOTIVATION AND CONSIDERATIONS

The motivation for early graduation is to better tailor the educational system to an individual scholar's needs. Some scholars may be ready to enter college or the workforce at age 17; however, this option may not be suitable for all scholars. When discussing early graduation, the scholar's preparedness for post-secondary endeavors must be considered, including potential drawbacks that may not be evident until after high school.

B. APPLICATION PROCESS

1. Application Requirements

a. Scholars must complete an early graduation application articulating their post-secondary plans.

b. The completed application shall be placed in the student's cumulative folder.

c. Parental or guardian consent is required for scholars under the age of 18.

d. The School Counselor, Principal, and Superintendent, or their designee, must approve the application.

2. Timeline for Application

Applications for scholars who seek to graduate more than one semester early must be submitted before the end of the first semester of the scholar's junior year.

3. Eligibility Criteria

A scholar must meet the minimum graduation requirements, including earning the appropriate number of Carnegie units and existing standards for a traditional diploma with an endorsement (CTE, JROTC, Academic, or Distinguished Academic), unless one of the following exceptions applies:

o The scholar is a non-senior who will turn 18 on or before December 1 of the current school year.

o The scholar has been retained in one or more grades.

o The scholar faces a hardship situation (e.g., child, family, or health-related hardship). The existence of a hardship will be determined by the Assistant Superintendent, Deputy Superintendent, or the Superintendent or designee.

4. Additional Requirements for Early Graduation More than One Semester Early

Scholars applying to graduate more than one semester early must have completed at least one of the following:

- o Met ACT College and Career Readiness Standards for English/Reading and Math, and completed the FAFSA.
- o Scored Silver or higher on the ACT WorkKeys.
- o Earned a CTE national certification.
- o Earned at least nine (9) hours of academic dual credit (including Comp I and College Algebra).
- o Passed all required End of Course Assessments.
- o Completed a one Carnegie unit credit-bearing work-based learning class or a 140-hour work-based learning experience that could lead to family-sustaining employment.

C. TERMINATION OF APPLICATION

The school or District, in its discretion, may terminate a scholar's early graduation application and require the scholar to return to a traditional graduation schedule at any time due to academic, behavioral, or attendance issues.

D. REPORTING

Early graduates shall be reported to the Mississippi Student Information System (MSIS) using the appropriate withdrawal code of 01921 (Graduated with a regular, advanced, International Baccalaureate, or other diploma type), along with the associated exit date. Final grades shall be reported at the time of exit.

SUMMER SESSIONS / EXTENDED SCHOOL YEAR

—Board Policy AEB / IDC

Summer School is a program of instruction offered by the district during the summer months after the close of the regular academic year. The program of instruction is designed for students who need extra time to complete course requirements and/or for students who wish to enroll in new courses/subjects.

Extended Year ("EY") is a program of instruction offered by the district after the close of the regular academic year that is designed for students who need extra time to complete course objectives/requirements (not Extended School Year "ESY" provided through special education programs).

Summer school and extended year programs will meet all applicable requirements of the regular school program. Students enrolled in these programs will complete all remaining course/subject requirements and objectives before credit for the course or subject is issued. High school students enrolled in a summer program are limited to earning one Carnegie unit of credit during the traditional summer school session, which does not apply to extended year programs and approved virtual courses.

The approval of the principal of the home school must be documented before enrollment of a student from another school within or from outside the district is officially approved.

A student shall be allowed to enroll in a maximum of two courses annually under the extended year program. Seniors seeking to meet graduation requirements may enroll in more than two courses annually under the extended year program.

This policy is not applicable to the extended school year (ESY) provided to students through the special education programs. The superintendent may promulgate procedures and regulations in accordance with this policy.

DROPOUT PREVENTION

—Board Policy JK

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

The Jackson Public School District proposes to utilize existing policies and programs to the fullest extent possible to prevent students from dropping out. It is also the intent of the district to incorporate new strategies and to develop innovative techniques to encourage Jackson Public School District students to remain in school until graduation requirements are completed.

CREDIT RECOVERY

—Board Policy JKA

The purpose of the credit recovery policy is to guide the Board of Trustees and District personnel in the implementation of the Jackson Public School District's credit recovery program. Credit recovery allows students who have been unsuccessful in mastering particular content or skills an opportunity to apply for credit recovery as an alternative to repeating the entire course.

9. Credit Recovery is defined as a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn a promotion. To be eligible for credit recovery, a student must have:
   a. Completed the entire course and received a failing grade for the course, and/or
   b. Failed a Subject Area Testing Program (SATP) assessment.
10. The District provides a credit recovery program that includes rules, regulations, and processes. The rules, regulations, and processes shall be available to faculty, students, and parents/guardians.

For additional information, please refer to the district's website and policy JKA.

COLLEGE PREPARATORY CURRICULUM (CPC)

Effective summer 2012, the Mississippi Institutions of Higher Learning universities will admit Mississippi High School graduates under both a required and recommended College Preparatory Curriculum (CPC). The minimum required CPC is 16 ½ Carnegie units. The recommended CPC is 19 ½ Carnegie units. The CPC is recommended for enhancing student readiness for university-level coursework.

The CPC is aligned with current Mississippi high school graduation requirements and course offerings. The CPC and accompanying course list ensure uniformity of courses being accepted in each category of the CPC across Mississippi's eight public institutions

ONLINE AND BLENDED LEARNING PROGRAM

—Board Policy JKL

The purpose of the online and blended learning program policy is to provide guidance regarding the use of online courses through the Mississippi Virtual Public School (MVPS), the Mississippi Interactive Video Network (MIVN), independent study programs, and other online course providers.

Definitions

Online learning is defined as a delivery model that is an interactive computer-based and internet-connected learning environment in which students are separated from their teachers by time or location or both and in which a Mississippi-certified teacher is responsible for providing instruction.

Blended learning is defined as a hybrid instructional delivery model where students are provided face-to face instruction in part t a supervised school facility away from home and in part in a computer-based, internet-connected learning environment with some degree of student control over time, location, and pace of instruction and in which a Mississippi-certified teacher is responsible for providing instruction.

Please see the district's website and policy JKL for additional information.

SECTION 8: CODE OF CONDUCT

BEHAVIOR MODIFICATIONS

—Chapter 38, Rule 38.2 Behavior Modifications
Mississippi Department of Education

The Jackson Public School District's Code of Conduct provides a behavior modification program that contains procedures and research-based strategies, which

(a) include a (proactive) prevention component for all students;
(b) include interventions designed to deal with common disciplinary problems;
(c) provide an intensive intervention program for low-incidence behavior problems;
(d) provide professional development for all team members and parents;
(e) provide a safe and disciplined environment where teaching and learning can take place; and
(f) permit implementation of the Safety Plan for the district and each school.

SCHOLAR CONDUCT

—Board Policy JCB

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

- Parents, legal guardians, or custodians of a compulsory-school-age student enrolled in a public school in the district shall be responsible financially for his or her minor child's destructive acts against school property or persons.
- A parent, guardian, or custodian of a compulsory school-age student may be requested to appear at school by an appropriate school official for a conference regarding acts of the student.
- Any parent, guardian, or custodian of a compulsory-school-age child enrolled in this District who refuses or willfully fails to attend such discipline conference specified in paragraph (b) of this section may be
  summoned by proper notification by the superintendent of schools or the school attendance officer, and be required to attend such discipline conference; and
- A parent, guardian, or custodian of a compulsory-school-age child enrolled in this district shall be responsible for any criminal fines brought against such student for unlawful activity occurring on school grounds or buses.

Every teacher is authorized to hold every student to strict accountability for an orderly environment. Every student is strictly accountable for any disorderly conduct in school or on the playground at a school-related event or activity, or en route to or from school.

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

achieved.
Please see the District's Website and Policy JCB for additional information.

DISCIPLINARY ACTION

—Board Policy JCI

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

DISCIPLINARY ACTION PROCEDURES

—Board Policy JCI Procedures

Section I: Suspensions and Expulsions

1. Principal's Authority to Impose Suspensions

    a. The principal may suspend a student for no longer than 10 consecutive school days. Recommendations for suspensions of more than 10 days are reserved for serious disciplinary offenses. In such cases, a hearing before the School Appeals Committee will be held on or before the tenth school day after the suspension is initiated.

    b. In cases where the principal's recommended disciplinary action is a suspension of 11 school days or longer or expulsion, the principal may suspend a student for no longer than 10 consecutive school days until a hearing by the committee.

2. Hearings and Procedure

    a. Suspensions of 10 School Days or Less

    Suspensions of at least one but not more than 10 consecutive school days shall be preceded by and based upon an informal due process hearing conducted by the principal at the campus level, which will be the only hearing conducted in such cases. (See JCJ, Section I for the procedure at informal due process hearing.

    b. Suspensions in Excess of 10 School Days and Expulsions

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

Section II: Hearing by the School Appeals Committee

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

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

Section III: Reporting

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

The **Response Steps and Interventions** chart below is used to correct inappropriate behavior and actions of students. If interventions are successful, a referral to the school administrator may not be necessary. These interventions aim to teach, correct, and replace behaviors so students can learn and demonstrate safe and respectful behaviors. Staff members are encouraged to implement a variety of teaching and classroom management strategies. Staff members are encouraged to implement various levels of responses and interventions with students at all times during regularly scheduled school hours. In addition, this procedure applies while a student is located on or off school property during fields trips, school-sponsored events, athletic functions, while being transported on district vehicles and during any other school-related extracurricular activity. Administrators are encouraged to use the lowest **Response Steps** to address inappropriate behavior. Serious behaviors that are deemed harmful to the safe and orderly environment of the school will be addressed at the highest level.

This response aims to teach and correct inappropriate behavior so students can learn, act respectfully, and contribute to a safe environment. The classroom teacher or counselor will correct the behavior of the student committing a minor offense. Teachers are encouraged to try a variety of teaching and classroom management strategies. This response can be used when the student has no history of prior incidents.

	First Offense	Second Offense	3 or More Habitual Violations of Step 1
STEP 1	Student Conference Teach/Reteach Appropriate Behaviors Reflective Activity Replacement Behavior Strategies Review PBIS Classroom/School Wide Expectations Teacher Modeling of Procedures/ Routine	Classroom Environment /Management Strategies (CHAMPS) Positive Behavior Intervention & Support Techniques Teacher Conference with Student Using Problem-Solving Model Tools For Life© Strategy Modeling/ Re-Teaching	Age -Appropriate Rest and Recovery or Cool Down Whole Class Lesson/Meeting Loss of Privileges Parent Contact Document Behavior for Daily Classroom Behavior Tracking PBIS Referral, including Counselor

The administrator, student, personnel worker, or counselor will work with the student to correct the behavior of the student committing the violation. This step will be appropriate for incidents that are inappropriate and disruptive to the learning environment. These responses address the potential implications for future harm while keeping the student in school.

	First Offense	Second Offense	3 or More Habitual Violations of Step 2 or 3
STEP 2	☐ Teacher/administration/designee conference with the student ☐ Confiscation of the item (if applicable) ☐ Reflective activity ☐ Conflict mediation using the problem-solving model	☐ Refer to school-based services if applicable ☐ Check In/Check Out • PEER Mediation (T.A.P.) ☐ PBIS Referral, including Counselor ☐ Loss of Privileges/restricted from activities ☐ Parent Contact	☐ Restorative Practice ☐ Behavior referral submitted to an administrator if necessary ☐ Document behavior for daily classroom behavior tracking
STEP 3	☐ Behavior referral submitted to administrator, Parent/guardian Contact ☐ Teacher/administration/designee conference with the student ☐ Behavior Assessment/Plan ☐ Loss of privileges/restricted from activities	☐ Check In/Check Out ☐ Refer to school-based/community services if applicable ☐ In-School Detention (not to exceed 2 hours) ☐ Peer Mediation (T.A.P) ☐ PBIS Referral, including Counselor	☐ After-School/Before-School Detention (not to exceed 1 hour) ☐ Saturday Detention (not to exceed 3 hours) ☐ Mandatory report to MDE as required (e.g., Drugs K-3)

If a student disrupts the school environment and/or school-related activities, a short-term suspension of 1-3 days may be given by the principal to a student committing the violation because of the severity of the behavior. The duration of the short-term removal is to be limited as much as practicable while adequately addressing the behavior using interventions and responses.

	First Offense	Second Offense	3 or more Habitual Violations of Step 3
STEP 4	Behavior referral submitted to the administrator, Parent/guardian Contact Teacher/administration/designee conference with the student	Administrator/Parent/guardian Conference MTSS/PBIS Team Referral, including Counselor Behavior Intervention Support Plan School-Based Counseling Restorative Practice	In-School Suspension (1-2 days) K-3 In-School or/Out of School Suspension (1-3 days) 4-12 Mandatory report to MDE JPS Bullying Intervention Protocol (if applicable) JPS Threat Assessment Protocol (if applicable)

If a student disrupts the school environment and/or school-related activities, a short-term suspension of 3-5 days may be given by the principal to a student committing the violation because of the severity of the behavior. The duration of the short-term removal is to be limited as much as practicable while adequately addressing the behavior using interventions and responses. Habitual offenders of STEPS 5 & 6 infractions may be referred to an alternative placement.

	First Offense	Second Offense	3 or More Habitual Violations of Step 4
STEP 5	Behavior Referral Submitted to Administrator Parent / Guardian Contact Teacher/Administration/Designee Conference with Student	Mandatory Conference Teacher/ Parent/Student and Administrator Mandatory Manifestation of Disability Review (IEP/504) Mandatory MTSS/PBIS Team Referral, including Counselor Mandatory Behavior Intervention Support Plan Restorative Practice	Restorative Practice/Restitution In-School Suspension (1-3 Days) Out of School Suspension (3-5 Days with Written Notification) Mandatory Report to MDE *See Matrix About FIGHTING

A long-term suspension (5-10 days) and Extended Suspension (beyond 10 days) and/or referral to an Alternative Program appropriate for behavior that significantly disrupts the educational environment in the school, on the bus or at school activities and affects the safety of others. These responses focus on the safety of the school community and ending self-destructive and serious behaviors. Habitual offenders of STEPS 5 & 6 infractions may be referred to an alternative placement.

	First Offense	Second Offense	3 or More Habitual Violations of Step 5
STEP 6	▯ Behavior Referral Submitted to Administrator ▯ Parent / Guardian Contact ▯ Teacher/Administration/Designee Conference with Student ▯ Mandatory Conference Required with Teacher/Parent/ Student and Administrator to Address Behavior, Brainstorm Problem Solutions, Develop A Plan, And Identify Follow-Up Procedures and Progress Monitoring	Restorative Practice/Restitution ▯ Out of School Suspension 3-4 Days with Written Notification ▯ Mandatory Manifestation of Disability Review (IEP/504) Student Due Process Required ▯ Revision of The Student Behavior Intervention Support (BISP) will be required at the 2nd Occurrence of Any Combination of Level 6 Offenses or Habitual Violations Categorized in Step 6	▯ 5 -7 Days of Suspension, Followed by 20 Days of Probation ▯ Consideration for Alternative Placement as Appropriate **(i.e., 20–45-day placement)**

These responses involve removing a student from the school environment due to the severity of their behavior. A student may be expelled and/or referred to an Alternative Program (up to 90 days) for behavior that seriously disrupts the educational environment in the school, on the bus, or at a school activity that affects the safety of others.

	First Offense	Second Offense	3 or More Habitual Violations of Step 6
STEP 7	▯ Behavior Referral Submitted to Administrator ▯ Parent / Guardian Contact ▯ Teacher/Administration/Designee Conference with Student ▯ Mandatory Administrator/Parent / Guardian Conference ▯ Out of School Suspension Up to 5- 10 Days with Written Notification and 20 Days-Probation ▯ Mandatory Student Due Process ▯ *Suspension Extended Beyond 10 Days with Referral to Alternative Program (i.e., 45-90-day placement)	▯ Mandatory MTSS/PBIS Team Referral, including Counselor ▯ Mandatory Behavior Intervention Support Plan ▯ Mandatory Student Due Process ▯ Restorative Practices/Restitution ▯ Out of School Suspension Up to **5- 10** Days with Written Notification and 20 Days-Probation ▯ *Suspension Extended Beyond 10 Days with Referral to Alternative Program (i.e., **45-90-day placement)**	▯ *Suspension Extended Beyond 10 Days with Referral to Alternative Program **(i.e., 45-90-day placement**) ▯ Mandatory Student Due Process ▯ Mandatory Manifestation of Disability Review (IEP/504) if applicable ▯ Mandatory Report To MDE*

These responses involve removing a student from the school environment due to the severity of their behavior. A student may be expelled and/or referred to an Alternative Program for behavior that seriously disrupts the educational environment in the school, on the bus, or at a school activity that affects the safety of others.

STEP 8	▯ Behavioral Referral Submitted to Administrator ▯ Parent / Guardian Contact ▯ Teacher/Administration/Designee Conference with Student ▯ Mandatory Conference with Teacher/Parent/Administrator	▯ Student Due Process ▯ *Suspension extended beyond 10 days with referral to Alternative Program **(i.e., 90–180-day placement)** ▯ Mandatory Manifestation of Disability Review (IEP/504) if applicable ▯ Referral to Expulsion ▯ Mandatory report to MDE*

RESPONSE STEPS

KEY	GRADE(S)	STEPS	POINTS OF CONTACT
The chart will identify common areas of behavior that result in a Response Stage by the school and / or district.	Pre-K – Grade 2 students must be discussed with the assigned Assistant Superintendent for the school. AG—All Grades PK— Prekindergarten through Grade 5 6-12—Grade 6 through Grade 12	**1 | 2 | 3 | 4 | 5 | 6 | 7 | 8**	Parent / Guardian Principal Counselor Behavior Specialist Office of Climate and Wellness Campus Enforcement Assistant Superintendent Department of Human Services

Infraction		Grade(s)	Steps	Incident Report Required (based on infraction)
Academic Dishonesty	Dishonesty, cheating, plagiarism	**AG**	**2 | 3 | 4 | 5**	☑
Alcohol	Use and possession- The solicitation to purchase, sale, use, or the possession of alcoholic beverage on a school campus. Use should be reported only if the person is caught in the act of using or is discovered to have used during the investigation	**AG**	**6**	☑
	Distribution, selling to students	**AG**	**7**	☑
Attack (Physical)	Attack on a student or an adult, physically attacking a student or an adult including striking a staff member who is intervening in a fight or other disruptive activity	**AG**	**7**	☑

Infraction		Grade(s)	Steps	Incident Report Required (based on infraction)
Assault Student (Physical)	Physical assault that results in serious bodily injury or illness that involves: 1) substantial risk of death 2) extreme physical pain; 3) protracted and obvious disfigurement; or 4) protracted loss or impairment of the function of a bodily member, organ or mental faculty. Any verbal or physical assault, which results in a court (Youth or Adult) prosecution.	**AG**	**8**	☑
Assault Staff (Physical)	Any verbal or physical assault, which results in a court (Youth or Adult) prosecution. Student is involved in an unprovoked attempt to commit on a schoolteacher a battery of the intentional reasonable intent to harm (e.g., punching a teacher).	**AG**	**8**	☑
Bomb Threat	This includes bomb threats where there is a student subject identified.	**AG**	**8**	☑
Bullying / Harassment	Harassment (e.g., unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, persistent or long-term harassment; pattern of deliberate, negative, hurtful, or aggressive acts that are committed to intimidate another student and /or intentionally cause another student emotional suffering, **Physical**- harassment that causes physical injury, or damage to personal property	**AG**	**6** **7 | 8**	☑
	Cyberbullying is using information and communication technologies (e.g., email, mobile devices, text messages, instant messaging, defamatory personal websites, personal polling sites, or a combination of these) to support deliberate, repeated, and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others	**AG**	**7**	☑
	Hazing is an act that subjects individuals to potential harm and is often affiliated with initiation into a student organization or team. Hazing may involve an act committed against a student or a situation in which a student is coerced into committing an act.	**AG**	**7**	☑

Infraction		Grade(s)	Steps	Incident Report Required (based on infraction)
Disruption	Talking out in class or talking out of turn; throwing objects; picking on, bothering, or teasing other students~~,~~ and other behavior that distracts from student learning; directly instigating or prompting others to cause a disruption	**AG**	**4**	☑
Destruction of Property	Property valued below $500	**AG**	**5**	☑
	Property valued above $500	**AG**	**6**	☑
Disrespect Towards Others	Making inappropriate gestures, symbols, or comments, TOWARDS or using profane or offensive language	**AG**	**4**	☑
	Using verbal insults or put-downs, or lying to, misleading, or giving false information to school staff	**AG**	**4**	☑
	The refusal or willful failure to respond to or carry out a reasonable request by authorized school personnel (i.e., insubordination, refusal to give items, etc.)	**AG**	**6**	☑
Disorderly Conduct	Unlawful conduct that promotes either an unsafe or other environment that is not conducive to effective and efficient education operations may result in prosecution. *(Report only incidents that result in prosecution)*	**AG**	**8**	☑
Dress Code / School Uniform	Failure to comply with dress code including school uniform (includes facial covering)	**AG**	**4**	☑

Infraction		Grade(s)	Steps	Incident Report Required (based on infraction)
Drugs / Controlled Substances	Unauthorized use/possession of prescription drugs	**AG**	**6**	☑
	Unauthorized possession, use, or distribution of over-the-counter medication	**AG**	**6**	☑
	Use/possession of illegal drugs or paraphernalia, including edibles (THC, CBD oil, Delta 8, etc.)	**AG**	**6**	☑
	Distribution or selling illegal drugs/prescription drugs	**AG**	**8**	☑
Firearms Possession	The possession of a handgun (i.e., 38 caliber) by a student. Note: Toy guns, cap guns, BB guns, and pellet guns are not considered firearms	**AG**	**8**	☑
Fighting	Physical aggression with another student (e.g., shoving or pushing)	**AG**	**5**	☑
	Physical aggression with another student that results in minor injuries	**AG**	**6**	☑
	Fighting resulting in serious bodily injury	**AG**	**7**	☑
Gambling	Gambling requiring the use of money or exchangeable goods Student engages in such activity (i.e., playing a game of chance involving money-wagering or betting) on a school campus or at a school-sponsored event.	**AG**	**5**	☑
Gang-related Activity	Any combination, confederation, alliance, network, conspiracy, understanding, or other similar conjoining, in law or in fact, of three (3) or more persons with an established hierarchy that, through its membership or through the agency of any member, engages in felonious criminal activity	**AG**	**8**	☑

Infraction		Grade(s)	Steps	Incident Report Required (based on infraction)
Group Fight	Three or more students are involved in a physical altercation on school grounds or while under the jurisdiction of the school at the same time, which (1) significantly disturbs or interrupts the daily routine of school operations and meaningfully interferes with the other safety and learning, or 2) results in serious bodily injury. **Students are discouraged from intervening in altercations. Other disciplinary actions may be taken for students who insert themselves in fights.**	**AG**	**7**	☑
Homicide	Any death that occurs on school property caused by a student.	**AG**	**8**	☑
Internet /Computer Misuse/ Electronic Device Misuse	Any unauthorized or inappropriate use of technology-related resources	**AG**	**5**	☑
Mayhem	**Disfigurement** –slicing, cutting with a razor, or the intentional disfigurement of a person	**AG**	**8**	☑
Possession of Weapons	Possession of any weapons other than a firearm. Student possesses any firearm, ammunition, explosive device, knife, or other object as defined by federal or state law that can place a person in reasonable fear or apprehension of serious harm, that is on the student's person and/or in the student's belongings, locker, and /or any other personal storage space. (Prohibited: knife, BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic or brass knuckles, razors, and razor blades, and any sharp-pointed or edged instrument except for those used as instructional supplies, unaltered nail files, and clips and tools used solely for food preparation, instruction, and maintenance on educational property. Miss. Code Ann 97-37-14 possession of knives, edged weapons, blunt weapons, or any device carried with the obvious intent to be a weapon such as clubs, ax handles, screw drivers other than in a shop environment.	**AG**	**7**	☑

Infraction		Grade(s)	Steps	Incident Report Required (based on infraction)
Poisoning	Introduction by a student of a hazardous substance to the food or water supply with the intent to kill or injure. Placing a hazardous material in any substance normally ingested by a person.	**AG**	**7 | 8**	☑
Rifle	Rifle or Shotgun -The term "rifle or shotgun" means a weapon designed or redesigned, made, or remade, and intended to be fired from the shoulder, regardless of barrel length.	**AG**	**8**	☑
Sexual Misconduct	Sexual harassment (e.g., unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature)	**AG**	**6**	☑
	Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, soliciting, and sexting)	**AG**	**7**	☑
Sexual Assault / Attack	Intentionally engaging in a physical, sexual attack on another	**AG**	**8**	☑
Shakedown / Strong Arm / Extortion	Using a threat (without a weapon) to get a person to turn over his property	**AG**	**7**	☑
	Using a threat (with a weapon) to get a person to turn over his property	**AG**	**8**	☑
Theft	Theft- Any violation of state code that involves the unlawful taking of the property of another with the intent to deprive the person of their property. (below $500)	**AG**	**3 | 4 | 5**	☑
	Theft $500 or more	**AG**	**7**	☑
Threat	Written or verbal threat to an adult or student	**AG**	**7**	☑

Infraction		Grade(s)	Steps	Incident Report Required (based on infraction)
Tobacco/Lighter (possession)-	Student possesses tobacco products on school grounds, at school-sponsored events, and/or when using school district transportation	**AG**	**5**	☑
Tobacco/Lighter (Use)	Student uses, distributes, or sells tobacco products on school grounds, at school-sponsored events, and/or when using school district transportation.		**5**	
These consequences apply to alternative nicotine products such as electronic cigarettes that cause vapor/ the act of vaping.				
Trespassing	Entering school property without authorization or not according to school business. Entering school property before or after school hours or while in a suspended or expelled status.	**AG**	**6**	☑
Truancy	Leaving class or area without school permission; unauthorized departure from school	**AG**	**6**	☑
	Persistent or excessive tardiness to class or school	**AG**	**3**	☑
	Class cutting **(Habitual offenders may receive higher offenses)**	**AG**	**5**	☑
Vandalism	The intentional destruction or defacement of school property. Graffiti, destruction of desks, equipment, breaking windows, doors, etc. Deliberate and substantial destruction of a school and/or personal property on school grounds and /or at school-sponsored events. The severity (STEP) of the offense may be determined by the dollar amount of the item(s) vandalized.	**AG**	**5|6|7**	☑

SUSPENSION AND EXPULSION

—Board Policy JCH / JCI

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

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

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

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

ALTERNATIVE SCHOOL PROGRAM

—Board Policy JKC

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

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

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

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

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

    b. The duration of the alternative placement; and

    c. The notification of parents or guardians, and their appropriate inclusion in the removal and evaluation process, as defined in the district policy.

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

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

    a. Clear guidelines and procedures for placement of students into alternative education programs which at a minimum shall prescribe due process procedures for disciplinary and general educational development (GED) placement.

    b. Clear and consistent goals for students and parents.

    c. Curricula addressing cultural and learning style differences.

    d. Direct supervision of all activities on a closed campus.

    e. Attendance requirements that allow for education and workforce development opportunities

    f. Selection of program from options provided by the local school district, Division of Youth Services or the youth court, including transfer to a community-based alternative school.

    g. Continual monitoring and evaluation and formalized passage from one step or program to another.

    h. A motivated and culturally diverse staff.

    i. Counseling for parents and students.

    j. Administrative and community support for the program; and

    k. Clear procedures for annual alternative school program review and evaluation.

5. Any student who becomes involved in any criminal or violent behavior shall be removed from the alternative school program and, if probable cause exists, a case shall be referred to the youth court. The removal of a student from the alternative school program on these grounds shall be reported in accordance with the applicable school board policies.

6. This school district shall submit a report by July 31 of each calendar year to the Mississippi Department of Education describing the results of its annual alternative school program review and evaluation undertaken pursuant to MS Code of 1972 Section 37-13-92. The report shall include a detailed account of any actions taken by the school district during the previous year to comply with substantive guidelines promulgated by the State Board of Education under MS Code of 1972 Section 37-13-92.

Special Education Students

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

Student Conduct and Grades

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

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

APPEALS OF NONADMISSION, SUSPENSION OR EXPULSION

—Board Policy JCJ

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

DUE PROCESS

—Board Policy JCC

In meeting its responsibility to safeguard every student's right to an educational opportunity and to assure an atmosphere conducive to learning while protecting the individual rights of all students, this board utilizes a procedure for those cases in which the misconduct is of such a serious nature that it results or might result in material and substantial disruption of normal school functions. The board believes the procedure meets the standards of due process required by the law and the accepted standards of fundamental fairness.

The student is entitled to—

(a) adequate notice of the charge against a student,

(b) an opportunity for a hearing, and

(c) a decision supported by the evidence.

The details of the due process procedure are contained in board policies JCH—Suspension and Expulsion and

JCI—Disciplinary Action and Disciplinary Action Procedures.

PROHIBITION OF CORPORAL PUNISHMENT

—Board Policy JCIA

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

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

STUDENT RESTRAINT AND SECLUSION

—Board Policy JDHAB

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

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

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

SCHOLAR TRANSPORTATION

—Board Policy JDI

Bus transportation will be provided to scholars whose residence is a mile or more by the nearest traveled road from the school to which they are assigned.

Scholars enrolled in special or alternative programs approved by the superintendent may also be provided with bus transportation.

Bus transportation for exceptional scholars as defined by law is provided to and from school upon proper certification by the executive director for exceptional education services and the approval of the superintendent or designee.

Rules and regulations governing the conduct of students who use school district transportation shall be prepared and distributed at the direction of the superintendent. Violation of such rules or regulations may result in disciplinary action.

TRANSPORTATION AND BUS BEHAVIOR

Riding the school bus is an integral part of the school day for many students, and directives in this Code apply fully to students when they ride the bus. Riding the bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible option. Students are expected to observe the following rules for safety and courtesy on the bus.

School bus safety is a top priority in Mississippi. The Mississippi Legislature passed Nathan's Law as a proactive strategy to protect our most valuable resource—children.

Nathan's Law

- Requires motorists to stop at least 10 feet from a school bus when the bus is loading or unloading children. Motorists must not proceed until all children have crossed the street to or from the school bus, the flashing red lights are no longer activated, and the stop sign on the side of the bus is retracted.
- Authorizes a charge of felony assault and a prison sentence of up to 20 years for motorists convicted of illegally passing a school bus that, in the process, results in injury or death.
- Authorizes cameras are equipped on school bus stop arms to film perpetrators in the act.
- Required the development of at least 10 questions relating to school bus safety on a driver's license test.
- Established a School Bus Safety Task Force.
- Prohibits school bus drivers from using cell phones, wireless communication devices, vehicle navigation systems, or "personal digital assistants" while operating the bus, except in an emergency.
- Increases the fine for passing a stopped school bus.

Additional information and about bus behaviors is found on the next page.



BUS STOP BEHAVIORS

- Use your assigned bus stop.
- Wait in a quiet and orderly manner.
- Be aware, cautious, and respectful of traffic.
- Respect private property.
- Avoid pushing.

BOARDING THE BUS

- Wait until the bus comes to a complete stop.
- Make sure the bus warning lights are activated before boarding.
- Board the bus when it is safe to do so.
- Avoid pushing and crowding.
- Upon entering the bus, go directly to an available or assigned seat and remain seated until the bus arrives at the school or your stop.
- Do not use Portable Electronic Devices (PEDs) while boarding the bus.

BUS BEHAVIORS

- Follow the instructions or directives of the bus driver.
- Do not eat or drink on the bus.
- Stay in your seat; keep aisles, and exits clear.
- Keep your hands, arms, legs, head, and other objects inside of the bus window.
- Avoid the use of foul language or profanity.
- Be respectful of the rights and safety of others.

EXITING THE BUS

- Remain in your seat until the bus comes to a complete stop.
- Do not use PEDs while exiting the bus.
- Exit the bus in an orderly and prompt manner.
- Exit at your assigned bus stop.
- Use care when crossing a street controlled by bus warning lights.

TRANSPORTATION AND BUS BEHAVIOR

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- Established a School Bus Safety Task Force.
- Prohibits school bus drivers from using cell phones, wireless communication devices, vehicle navigation systems, or "personal digital assistants" while operating the bus, except in an emergency.
- Increases the fine for passing a stopped school bus.

Examples of bus infractions include, but are not limited to—

W—Warning; **1DS**—1-day Suspension;
2DS—2-day Suspension; **3DS**—3-day Suspension; **5DS**—5-day Suspension

INFRACTION	GRADE	STEP
Damaging bus (vandalism)	AG	W—1DS—2DS
Eating or drinking on the bus	AG	W—1DS
Fighting on the bus causing minimal disruption	AG	W—1DS—2DS
Fighting on the bus causing substantial disruption	AG	3DS—5DS
Heads, arms, and / or legs out of bus windows	AG	W—1DS—2DS
Refusal or willful failure to respond to or carry out a reasonable request by the school bus driver	AG	W—1DS—2DS
Riding or attempting to ride the unassigned bus without authorization	AG	W
Sexual Misconduct	PK-5 6-12	W—1DS—2DS 3DS—5DS
Smoking / lighting matches / lighter	AG	1DS—2DS—3DS—5DS
Standing when seats are available	AG	W—1DS
Threatening the driver or attendant	AG	1DS—2DS—3DS—5DS
Throwing or shooting objects on the bus	AG	1DS—2DS—3DS—5DS
Throwing objects from the bus	AG	1DS—2DS—3DS—5DS
Too loud; too boisterous (talking or speaking)	AG	W—1DS
Using foul or abusive language	AG	W—1DS—2DS
Using unassigned bus stop without authorization	AG	W—1DS—2DS

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

ELEMENTARY AND MIDDLE SCHOOL MANDATORY STUDENT DRESS CODE POLICY AND PROCEDURES

—Board Policy JCSA

The Board of Trustees has approved a mandatory uniform policy for elementary and middle schools. JPS has a mandatory dress code policy for elementary and middle schools. The dress code guidelines are outlined below—

A. Elementary and Middle Schools Dress Codes

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

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

3. Assistance in Complying with Mandatory Dress Code. Local schools must establish a support system to assist needy families. Local schools are encouraged to work with their school adopters and other community supporters to establish a uniform closet. Schools must establish this mechanism before instituting uniforms on their campus.
4. Objection Due to Religious Beliefs. Parents who do not wish for their children to wear mandatory dress codes because their religious beliefs require traditional dress of their religion must submit their reasons in writing to the school principal for review.
5. Additional school mandatory dress code recommendations to consider:
    - School site councils can approve additional dress code colors beyond the standard.
    - Shoes should not have heels higher than an inch and a half.
    - All closed-toe shoes/athletic or tennis shoes, as well as boots, are acceptable.
    - Shoes worn with laces and straps should be worn in a manner that does not create a hazardous situation (including crocs).
    - If sandals are worn, they must be fastened appropriately. Mule sandals are acceptable.
    - Flip-flops or house shoes are unacceptable

- Vests, shirts, sweaters, sweatshirts, cardigans, and lightweight jackets are permitted as items that may be worn over the uniform top. They should be white, tan, navy blue, or one of the additional colors approved by a school site council.
- No denim material may be worn as uniform clothing.
- All uniform clothing must be plain without any manufacturer's logos, brand names, pictures, or insignias visible on the clothing.
- Heavy coats, heavy jackets, and raincoats are not covered by these regulations and are not to be worn during the school day unless permitted by the principal for special circumstances.
- Students shall not wear hoodies on their heads inside the building.
- Club uniforms such as Scouts and 4-H may be worn on meeting days as permitted by the school administration.

HIGH SCHOOL ATTIRE

The district does not have a mandatory dress code for high school students. However, it expects the student to wear proper attire at school and school-related activities. The principal shall use the guideline below in determining proper attire. Students shall not wear any other attire (not covered in the following rules) that the principal deems inappropriate and disruptive to the learning process. To ensure students observe basic rules of personal hygiene and dress in a manner that would not disrupt the educational process, the following dress code shall apply for proper attire are as follows—

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

MEMBERSHIP IN FRATERNITIES, SORORITIES, AND SECRET SOCIETIES

—Board Policy JCG

It shall be unlawful for any pupil attending the public schools of this state to become a member of or to belong to or participate in the activities of any high school fraternity, sorority, or secret society as defined in Miss. Code Section 37-11-37.

INITIATION ACTIVITIES

—Board Policy JCO

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

ACCEPTABLE USE AND INTERNET SAFETY POLICY

—Board Policy JIAA

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

LAPTOP POLICY

—Board Policy JIAB

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

SCHOLAR USE OF ELECTRONIC DEVICES —Board Policy JCBAAA

I. PURPOSE

The purpose of this policy is to set forth expectations for appropriate use of existing and emerging technologies which students may possess, including but not limited to **student-owned** cellular phones, digital picture/video cameras and/or camera phones, personal digital assistants (PDAs), iPods, MP3s, headphones, earpieces, Airpods, smart glasses, tablets, pagers and electronic devices capable of transmitting data or images.

It is recognized that parents may provide a cell phone to a student for safety or medical reasons. It is also recognized that these devices, which may be given with noble intent, can become distractions to the academic environment and therefore negatively impact instruction. In consideration of the advancement of technology and the prevalence of electronic devices in our society, the Board will allow the possession of cell phones and other electronic devices at school, on buses, and school-sponsored events, as outlined within this policy.

II. GENERAL STATEMENT OF POLICY

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

DEFINITIONS-

Electronic devices include, but are not limited to :

- Cell phones
- Smartphones
- Digital cameras and video recorders
- Camera phones
- Tablets (e.g., iPad, Kindle Fire)
- Personal Digital Assistants (PDAs)
- MP3 players and iPods
- Portable gaming systems (e.g., Nintendo Switch, PlayStation Portable)
- Smart watches (e.g., Apple Watch, Samsung Galaxy Watch)
- Smart glasses (e.g., Google Glass)
- Wireless headphones, earbuds, and earpieces (e.g., Beats, Airpods)
- Bluetooth-enabled accessories and speakers
- Laptops and Chromebooks (when not used for authorized instructional purposes)
- Pagers or beepers
- Any device capable of capturing, recording, storing, displaying or transmitting audio, video, images, or data

The definition is intended to be broad and inclusive. It applies to any personal electronic item, whether or not explicitly listed above, that can be used for communication, entertainment, photography, information access, or data transmission.

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

A. Respect for the educational environment

i. Cellular phones and other personal electronic devices shall be turned off and preferably stored in a scholar's backpack at all times during the instructional day.

ii. Scholars may not have cell phones on their person, including but not limited to pockets, socks, jackets, or any other accessible location, after the intake process.

iii. Scholars are permitted to use personal electronic devices on school buses, provided such does not interfere with the peace, privacy, or safety of others. Acceptable uses include silent activities such as playing games, reading or listening to music with headphones. However, sound from the device must not be audible to others. Speakers, volume on high,

or device use that causes distractions to the driver or other passengers is strictly prohibited. Additionally, speaking at a moderate tone is allowable.

At all times, electronic devices must be used in accordance with the Scholar Handbook and Code of Conduct. Prohibited uses include, but are not limited to:

- Recording or photographing others without permission
- Engaging in bullying, harassment, or threats
- Viewing or sharing inappropriate content
- Any activity that compromises safety or disrupts the bus environment

Violation of this provision may result in disciplinary action, including loss of device privileges and confiscation of the device.

iv. Scholars must comply with all requests from school and district staff regarding the use and storage of cellular phones and personal electronic devices.

v. Cellular phones and personal electronic devices shall not be used in any way that disrupts or detracts from the educational environment or causes a disturbance on the school bus, on school grounds, or at school events during the instructional day.

vi. The use or visibility of cellular phones or other personal electronic devices is prohibited in all areas of the school, including but not limited to restrooms, classrooms, cafeterias, gymnasiums, auditoriums, media centers, labs, hallways, and testing centers during the school day.

vii. Permission to leave class in response to any electronic device shall not be granted.

viii. In the case of a documented medical necessity, a scholar shall be permitted to possess or use a cell phone or other personal electronic device for the stipulated medical necessity. provided the scholar receives advanced written authorization from the school principal.

ix. To legitimately report a violation of the Code of Scholar Conduct, a potentially dangerous situation or other misconduct to school officials or other legal authorities shall be considered responsible use.

x. In the event of an emergency requiring communications with parents or guardians, scholars should report to the office to speak with an administrator or other school official.

B. Respect for privacy rights

i. Scholars shall not photograph, record, or videotape other individuals at school or at school-sponsored activities without their knowledge and consent, except for activities considered to be in the public arena, such as sporting events or public performances.

ii. Scholars shall neither e-mail, post to the Internet, nor electronically transmit images of other individuals taken at school without their expressed written consent.

iii. Scholars are strictly forbidden to either use or display cellular phones or other personal electronic devices in locker rooms and restrooms.

C. Assuring academic integrity

Scholars shall not use cellular phones or other electronic devices in any way that may cause a teacher or staff member to question whether the scholar may be cheating on tests or academic work or violating copyright policy. This includes, but is not limited to:

- Having a device visible or in hand during a quiz, test, or exam.
- Using devices to search for answers, take pictures of test materials, or share assignments.
- Accessing AI tools, group chats, or saved notes during assessments.
- Recording or copying copyrighted content (e.g., textbooks, films, or instructional materials) without permission.

Example:
A scholar is seen with a smartwatch actively displaying text message during a test. Although the scholar claims the messages are unrelated, the use of the device during the assessment raises a reasonable suspicion of cheating. This behavior violates both the electronic device policy and the academic integrity policy, and appropriate disciplinary action will be taken.

D. Compliance with Other District Policies

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

IV. VIOLATIONS OF THIS POLICY

A. First Infraction: The first infraction shall result in confiscation of the device, which is to be turned in to the school office. Notification to a parent or guardian shall be given that the device will be kept for five **(5)** school days.

B. Second Infraction: The second infraction shall result in confiscation of the device, which is to be turned in to the school office. Notification to a parent or guardian shall be given that the phone will be kept for ten **(10)** school days.

C. Third Infraction: The third infraction shall result in confiscation of the device, which is to be turned in to the school office. Notification shall be given to a parent or guardian that the phone will be kept for forty-five **(45)** school days.

D. Repeated or Severe Infraction: Any additional violations will carry the same consequence as the third infraction: device confiscated for forty-five (45) school days.

Refusal to surrender a device will result in disciplinary action consistent with the code of conduct. Additionally, the appropriate disciplinary action for violation of this policy will still be enforced.

Example:
A scholar is observed using a cell phone during instructional time. When asked by a staff member to surrender the device in accordance with policy, the scholar refuses and places the phone in their pocket. The staff member repeats the directive, and the scholar again refuses to comply. In this situation, the scholar's refusal to surrender the device constitutes disrespect towards others and will result in disciplinary action under the Scholar Handbook (e.g., out-of-school suspension depending on severity and prior infractions). Additionally, the scholar will still face the original consequence for violating the electronic devices policy, including the confiscation of the device for the designated number of days.)

Discipline for scholars with disabilities shall be administered in accordance with district policy, state, and federal law.

Scholars assigned to an alternative setting as a disciplinary consequence are prohibited from the possession and / or use of an electronic device at all times during the school day and while on school premises or in school vehicles.

I. WAIVER OF LIABILITY

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

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

II. SUPPLEMENTARY PROVISIONS

No **scholars, teachers, or proctors** are allowed to possess and/or use any wireless communication or personal technology device, including (but not limited to) cell phones or personal digital assistance devices, during the administration of statewide tests. Wireless technology devices used only to administer the tests are excluded. When deemed necessary, the Superintendent may develop additional guidelines or procedures consistent with the letter and spirit of this policy.

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

Exceptions to this policy may be granted for scholars who require the use of electronic devices as assistive technology or translation tools as part of an approved accommodation plan. All accommodations are governed by relevant District Polic and must follow the established procedures for review and approval.

SECTION 9: SPECIAL PROGRAMS AND SERVICES

ACADEMIC AND PERFORMING ARTS COMPLEX (APAC)

The Academic and Performing Arts Complex (APAC) is open to students who are strong academic achievers and who show an aptitude for one or more of the visual or performing arts. There is an application process held during the fall and winter (October – November) and testing and auditions are held in the winter and spring (December – March) of each year for entrance into these programs of study for the following school year.

ACADEMIES OF JACKSON

The Academies of Jackson is a community-supported plan that aligns local and state initiatives to provide every student with the foundation of knowledge, skills, and character necessary to excel in higher education, work, and life. Jackson Public Schools (JPS) began district-wide, high school efforts to provide innovative options for students to prepare them to make critical post-secondary decisions about their career paths and for the world of work. The Academies of Jackson is the primary initiative to achieve the Jackson Public School District's vision and mission for students to graduate both college and career ready.

All physical facilities of the district will be available for use in the adult education program when such use does not conflict with uses already established. Activities are not limited to those conducted within the school building; they may also take place at other locations and facilities within the district, subject to prior approval from the superintendent or their designee.

ADVANCED PLACEMENT (AP®) EQUITY AND ACCESS POLICY

The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved. AP scores can earn students valuable credit and placement in college.



College Credit and Advanced Placement

One great benefit of taking AP Exams is the opportunity to earn college credit and placement. Nearly all colleges and universities in the United States grant credit and placement for qualifying AP scores. You can save money and get a head start on your degree when you enter college with credit you've already earned through AP.



College AP Credit Policies

Each college and university make its own decisions about awarding credit and placement. Most have a written policy spelling out things like the minimum required score to earn credit for a given AP Exam, the amount of credit awarded, and how credits are applied.



How AP Can Help You Succeed in College

Taking challenging AP courses can help you get into college. Once you're in college, the skills that you developed in your AP courses — critical thinking, time management, study skills, etc. — will serve you well in college classes. AP can also help you save on college costs through AP credit, expanded scholarship opportunities, and a greater likelihood of graduating on time.



AP Around the World

The AP Program is a global academic program offered in secondary schools. Taking AP courses and exams provide you with a recognized academic credential, wherever your college plans lead you. Universities around the world recognize AP Exam scores for admission, credit, and placement.

At the end of each school year, in April or May, students are encouraged to take the corresponding AP® exam(s). For additional information, visit www.collegeboard.org.

ARTS ACCESS PROGRAM

Casey Elementary School has been an Arts Access school for nearly 20 years. In 1999, Casey became the first school in the Jackson Public School District to become a Whole School Model. The Whole Schools Initiative is a school improvement effort promoted by the Mississippi Arts Commission to incorporate the arts fully into all aspects of a school's curriculum.

The Arts Access Program emphasizes the integration of visual and performing arts into all aspects of a school's curriculum. Increased test scores, as well as the development of self-esteem, are all nationally proven benefits of such a program. There are forms of art that are adaptable to all core curriculum, be it math, science, language arts, or physical education. The goal of Arts Access is not to develop performing artists but rather to enrich and enhance the academic learning of all students in all subject areas.

Goals of the Mississippi Arts Commission's Whole School Initiative

1 **Arts Integration**	To provide learning opportunities to improve student academic achievement through the integration of the arts into the core curriculum.
2 **Arts Discipline**	To increase students' and teachers' skills, knowledge, awareness, and experiences in all arts disciplines.
3 **Professional Learning**	To build a school culture with sustainable systems that support arts integration as an approach to teaching.
4 **Community Involvement**	To increase family and community engagement and understanding of the arts.

ASK FOR MORE ARTS

The Ask for More Arts Collaborative was launched in 2005 with funding from a Ford Foundation grant as a school-community-arts partnership designed to provide elementary students in Jackson Public Schools the opportunity of learning through the arts.

Ask for More Arts emphasizes integrating arts education into regular instruction in the elementary classroom. Teachers at partner schools receive high-quality training in how to use the arts to teach core subjects such as reading, math, science, and social studies and how to connect learning for children across the curriculum. Integrating arts into classroom teaching creates hands-on, highly engaged work for children that makes learning relevant and motivates students to take ownership of their success.

Collaboration with individual artists and arts organizations advances what is learned in the classroom with additional exposure to the arts. For example, schools will have opportunities to engage artists in residence who work with teachers and students to teach language or math concepts through drawing or dance. Schools will be encouraged to use field trips to museums or performances by professional artists to reinforce social studies, science, and other subject areas.

Ask for More Arts grew out of the very successful Ask for More Collaborative, established in 1999 in Lanier High School and the six elementary and two middle schools that feed students into Lanier High. In keeping with the Ask for More model of collaboration, Ask for More Arts partners meet regularly to develop and implement strategies that support learning through the arts, both in and outside the classroom. *(This program is offered each year, pending the availability of funding and approval by the Board of Trustees.)*

BASE PAIR / SOAR

Initiated in 1992 at Murrah High School, Base Pair was developed as a biomedical research mentorship program that paired faculty from the University of Mississippi Medical Center (UMMC) with high school students and educators

from one of the largest public school districts in the state of Mississippi, the Jackson Public School District. Teacher professional development and science curriculum enhancement activities have complemented the student participation to create a highly coordinated impetus for science education reform that has generated two innovative, teacher-initiated corollary programs, the Rural Biomedical Initiative (RBI) and the Student Oriented Academic Research (SOAR). From a modest start, Base Pair has exerted a significant, positive influence over science education, locally in the Jackson Metro area, throughout the state of Mississippi, regionally in the southeast and nationally through conferences, workshops, and presentations. Base Pair, the namesake program, allows students from Murrah High School to experience a long-term, bona fide biomedical research experience in a "hands-on" manner under the guidance and supervision of a UMMC faculty researcher.

The RBI program offers a flexible template for inquiry-based, hands-on high school science curricula amenable for schools in rural and often under-resourced locations. The SOAR program is an innovative, two-year science curriculum template, for schools within the district, that is focused on locally-generated student research and which is highly adaptable to individual school resources and constraints.

CAPITAL CITY ALTERNATIVE SCHOOL (CCAS)

The goals of CCAS are to provide quality educational programming for academically, behaviorally and/or emotionally at-risk students by: providing each student with an appropriate Individualized Instructional Plan (IIP) and/or Individualized Educational Program (IEP), ensuring that students receive individual and group counseling, social service and quality behavioral supports and related services, developing prosocial behavior skills necessary for transition back to traditional school settings and creating a safe, welcoming and caring school climate. Capital City Alternative School provides a continuation of educational services for students in grades 4-12 who have been suspended from their home school for more than 10 days.

CAREER DEVELOPMENT CENTER (CDC)

High school juniors and seniors have an opportunity to get extensive training in vocational areas by enrolling in classes at the district's Career Development Center (CDC). Programs are designed for students who plan immediate employment or further vocational study after graduation. Offering national certifications, a national technical honor society, seven student organizations, and a strong business community base, students can choose from 17 career and technical education programs, including four programs with dual credit / dual enrollment opportunities. Programs are studied for two years, with job seeking skills and work values instruction included as a part of the training. Second-year students get on-the-job training through an apprenticeship program. Students who successfully complete the two-year program are awarded a certificate of proficiency.

CHARACTER EDUCATION

—Chapter 15: Character Education,
Mississippi Department of Education

The district encourages all schools to ensure the inclusion of character education in the entire curriculum and to include character education in the staff development programs for teachers.

DUAL ENROLLMENT AND DUAL CREDIT

Mississippi Code of 1972: 37-15-38 established dual enrollment and dual credit programs for high school and postsecondary credit. The purpose of the Dual Enrollment and Credit Program is to offer structured opportunities for qualified high school students to simultaneously enroll in college courses at Mississippi (public) Institutions of Higher Learning (IHLs) or Mississippi Community or Junior Colleges (CJCs) that provide pathways leading to academic or career technical postsecondary credit. Currently, the Jackson Public School District has agreements with Hinds Community College, Tougaloo College, and Jackson State University.

DUKE TIP

The Duke University Talent Identification Program (Duke TIP) is dedicated to being a global leader in identifying academically talented students and providing innovative programs to support the development of their optimal educational potential. Programs for students, families, and educators will be of such excellence that they will become models for the education of academically talented students.

All Duke TIP programs are designed specifically for gifted students. Our talent searches help students and their families evaluate and grow their academic abilities while our educational programs provide them with motivation, challenge, inspiration, advanced interactive learning opportunities, peer interaction, and more. Please click on any program below to learn more about it or use the provided search terms to identify the program right for your student. For additional information, please view the videos below and visit https://tip.duke.edu/ for eligibility requirements

EARLY COLLEGE HIGH SCHOOL PROGRAM

Jackson Public Schools offers Early College High School (ECHS) to eligible ninth-grade students in partnership with Tougaloo College. The program operates as a small, independent high school program on the Tougaloo College campus. Students in the program will complete their Mississippi graduation requirements for high school while working on college coursework. Students may earn an associate degree or up to two years of credit toward a bachelor's degree. The minimum expectation is that all graduates of the program meet SAT and ACT college readiness standards. Early College High Schools include a variety of dual credit and dual enrollment course offerings. Mississippi State University's Research & Curriculum Unit has more information about Early College High Schools.

ENGLISH LEARNERS (EL) AND IMMIGRANT PROGRAM

To educate students identified as English language learners and immigrants, the goal of the district's EL / Title III program is to ensure students' English language development, language proficiency, and academic success. The EL / Title III program serves students whose primary language is not English in grades Pre-K through 12. The K-12 sites are Pecan Park Elementary, Spann and Sykes Elementary Schools, Chastain and Whitten Middle Schools, and Callaway High School. Transportation is provided to all identified English language learners receiving English language development services.

ENVIRONMENTAL LEARNING CENTER (ELC)

The Environmental Learning Center (ELC) offers educational programs to students of all ages. Some educational programs offered include gardening, soil erosion, nature trails, distilled water, fishing, water testing, catfish feeding, soil conservation, recycling, non-point source pollution, and plant/tree identification.

EXTENDED LEARNING SOLUTIONS, LLC (ELS)

Extended Learning Solutions (ELS) After School Program operates quality after-school programs on school premises that provide a value-added choice to parents, children, schools, and school districts. Extended Learning Solutions mission is to support and maintain the philosophy of developmentally appropriate practices for young children, specifically to provide a high quality of educational and developmental services for school-age children ages 3-13. Each after-school program provides small group academic instruction by trained personnel, as well as stimulating enrichment activities, recreational opportunities, and assistance with homework.

EXCEPTIONAL EDUCATION SERVICES (EES)

The Office of Exceptional Education Services provides a variety of support services to students with disabilities and general education students. The services offered through this department include:

- Assistive Technology Services
- Augmentative communication services
- Academic and behavioral intervention services
- Homebound education services
- Occupational therapy and physical therapy
- Psychological services including pre-school and school-age assessment.
- School support of students with disabilities
- Social work services
- Special medical needs
- Speech/language evaluation and therapy

PARENT AND FAMILY ENGAGEMENT CENTER

The district's Parent and Family Engagement Center provide parents with educational resource materials, equipment, and information to become more effective in working with their children on specific skills at home. The Center is in the Morrison Complex. Services are provided to all families within the district and participating non-public schools. The Center is open year-round. The program's purpose is to:

- Enable parents to enhance the learning experience of their children.
- Provide resources designed to strengthen the social, emotional, and academic needs of the family.
- Improve student achievement by involving parents in the education of their children.

All materials checked out from the Parent and Family Engagement Center are for seven days. Parents fill out a loaner application and receive a green identification card for check out privileges. The loaner agreement explains the services offered and the parent responsibilities for checking out materials. The resources are checked out on an honor system. The Center provides resources for families such as a computer lab, home study packets, reading enrichment, video teaching program for home use, hand-held devices with software to assist with reading, math, social studies, and English, parent workshops, and parent requested services. The forms below are available to speed up the process of requesting materials.

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

GIFTED EDUCATION PROGRAM

The Jackson Public School District is responsible for ensuring that gifted education program (GEP) regulations, standards, and specific requirements for gifted education in the State of Mississippi are followed and effectively implemented, as well as to ensure that high-quality, researched-based curriculum and instructional practices are utilized with gifted learners. The district offers an intellectually gifted education program for grades 2-6 as mandated by the State of Mississippi. The district serves intellectually gifted students in grades 7-8 and academically gifted students in grades 9-12 based on the availability of program funding.

The purpose of the intellectually gifted and academically gifted programs is to identify and serve such students in a uniquely qualitatively differentiated program not available in the regular classroom. Gifted education programs shall be in addition to and different from the regular program of instruction provided by the district's schools. The State of Mississippi defines "intellectually gifted children" as those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. The State of Mississippi defines "academically gifted children" as those children and youth who are found to have an exceptionally high degree of academic ability as documented through the identification process. For additional information regarding the Open Doors – Gifted Education Program, please visit the district's website.

HOMEBOUND INSTRUCTION PROGRAM

The Jackson Public School District provides homebound instruction for students who are expected to be restricted for two weeks or longer for treatment or convalescence. The Homebound Instruction Program may be provided to students expected to be out of school longer than ten school days, pending expulsion. Requests for homebound instruction are processed through each school's respective Homebound Contact Person. Authorization for homebound instruction is granted for certifiable reasons. Medical requests for homebound instruction must be accompanied by a separate Homebound Instruction Medical Form. All information requested on the form must be complete. The medical section of the form must be prepared and signed by a medical doctor, psychologist, or psychiatrist. The primary objective of the Homebound Instruction Program is to provide temporary instructional services so that the student can return to school or enter alternative placement with the knowledge and skills sufficient to resume his / her previous academic programming. Students who are placed on Homebound Instruction will remain enrolled within the local school and are not counted as "absent." All requests for Homebound Instruction are subject to the approval of the Superintendent or the Superintendent's designee.

HONOR SOCIETY

The **National Elementary Honor Society (NEHS)** was established in 2008 by the National Association of Secondary School Principals (NASSP) in partnership with the National Association of Elementary School Principals (NAESP). NEHS recognizes students in both public and nonpublic elementary schools for their outstanding academic achievement and demonstrated personal responsibility. Through NEHS, students provide meaningful service to the school and community and develop essential leadership skills. NEHS supports these purposes by strengthening the lives of our nation's elementary students and the schools in which they are enrolled.

By starting a chapter, elementary schools create a method for acknowledging achievement and focusing on the needs of the total child. In addition, NEHS provides information and resources to enhance the culture of achievement in the whole school, not merely the culture of a select few.

As the nation's newest student recognition program, NEHS joins the National Junior Honor Society (NJHS) and National Honor Society (NHS), the nation's two oldest and largest student recognition programs, in creating a continuum of excellence being established throughout the elementary, middle, and high school education community. Contact your child's school for additional information or visit www.nehs.org.

The **National Junior Honor Society (NJHS)** is the nation's premier organization established to recognize outstanding middle school students. More than just an honor roll, NJHS serves to honor those students who have demonstrated excellence in the areas of scholarship, service, leadership, character, and citizenship. Chapter membership not only recognizes students for their accomplishments but challenges them to develop further through active involvement in school activities and community service. Contact your child's school for additional information or visit www.njhs.org.

The **National Honor Society (NHS)** is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. These characteristics have been associated with membership in the organization since its beginning in 1921.

Today, it is estimated that more than one million students participate in NHS activities. National Honor Society chapters are found in all 50 states, the District of Columbia, Puerto Rico, many U.S. territories, and Canada. Chapter membership not only recognizes students for their accomplishments but challenges them to develop further through active involvement in school activities and community service. Contact your child's school for additional information or visit www.nhs.us.

Parent and Sister Organizations

For additional information about NASSP and the additional student programs sponsored by the association, please visit www.nassp.org and www.NatStuCo.org.

INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate® Program (IB) is a transdisciplinary program of international education designed to foster the development of the whole child. It is a program of international education designed to help students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world. The general objectives of the IB program are to provide students with a balanced education; to facilitate geographic and cultural mobility; to promote international understanding through shared academic experiences.

The International Baccalaureate® **Primary Years Program (IB-PYP)** is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional, and cultural needs in addition to academic development. This program is offered at Davis Magnet Elementary School, grades K-5.

The International Baccalaureate® **Middle Years Program (IB – MYP)** is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a program that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts. This program is offered in grades 6-8 at Northwest Jackson, and the MYP continues, grades 9-10, at Jim Hill High School.

The International Baccalaureate® **Diploma Program (IB - DP)** is an internationally recognized program of studies available at Jim Hill High School to highly motivated 11th and 12th-grade students. This program provides the rigor, the structure, and the experience necessary to challenge academically talented and motivated students. The IB – DP program comprises a holistic philosophy of learning that seeks to address the intellectual, philosophical, and social development of the student. The DP program is a two-year program of study across the disciplines. Subjects are studied concurrently, and students are exposed to the two great traditions of learning: the humanities and the sciences.

Students from throughout the district may apply for admission to the IB® program. Enrollment for the IB® program is based on grades, teacher recommendations, and standardized test scores.

JUNIOR RESERVE OFFICERS TRAINING CORPS (JROTC) PROGRAM

The Junior Reserve Officers Training Corps (JROTC) program of instruction focuses on the development of better citizens through the development of skills in Citizenship, Leadership Theory and Application, Science, and American History. JROTC classes are conducted in a structured, interactive environment, and the JROTC classrooms are equipped with technology and tools to enhance student participation and learning. This course of study is normally completed in four years at a traditional high school (Grades 9-12). JROTC instructors are all highly qualified and experienced military veterans who have successfully completed 20 or more years of service in our Armed Forces. JROTC staff is committed to establishing a legacy of excellence as they strive to accomplish their mission- “to motivate young people to be better citizens.” They prepare high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

LOWER ELEMENTARY ALTERNATIVE PROGRAM (LEAP)

Students enrolled in grades K-3 who have ongoing serious misconduct may be recommended for a LEAP assignment. The LEAP classroom is a short-term alternative program that operates under the guidelines of the MS State Department of Education Alternative Programming. Students who have been suspended and who are determined eligible by the Elementary Assistant Superintendent are transferred to the alternative site located at Dawson Elementary. The students will be afforded a wide range of academic and behavioral supports appropriate for meeting his/her needs.

MONTESSORI PROGRAM

The Jackson Public School District has offered the Montessori Program for nearly fifteen years. Montessori program is in its twelfth year. Students, parents, teachers, and the community continue to be pleased with and excited about this program. Montessori education offers multi-aged classrooms with a strong emphasis on interactive, self-directed learning for pre-school and elementary children. At the heart of Montessori education is the emphasis on developing a child's sense of independence, responsibility, and respect for others. Each class includes students from more than one age group. For example, in a 3–6 classroom, there are 8 three-year-old children, 8 four-year-old children, and 8 five-year-old children. The 6–9 classrooms also have a three-year age group of children, 8 six-year-old students, 8 seven-year-old students and 8 eight-year-old students. The three-year age span provides a family-like grouping in which learning takes place naturally. The children stay with the same teacher for three years.

Montessori is a philosophy, which supports each individual child's unique development within a social environment in a home-like setting. This environment encourages social interaction for cooperative learning, peer teaching, and emotional development. The environment is filled with developmentally appropriate materials that provide experiences for children that help them grow into self-motivated, independent learners. Each child progresses at his or her own rate in any one particular domain—gross motor, fine motor, math, language, etc. The environment contains a variety of multisensory, sequential, and self-correcting materials, which facilitate the learning of skills and leads to the learning of abstract ideas.

The teacher acts as a facilitator of learning. Each teacher has participated in extensive training specialized for the age group they work with. The children build meaningful, complex activities and thought processes based on previous simpler ones. Concepts are always approached in the same manner—left to the right/top to bottom movements, meaningful experiences developing the five senses, increasing organization, and attention span. The children develop meaning from the environment moving from concrete to abstract understanding while increasing independence. The children make choices and manage their own time, as they become active, self-directed learners.

POWELL ACADEMY OF MILITARYSCIENCE

Through the National Middle School Cadet Corps, Powell Academy of Military Science parents and students will have access to a program with a 100-year history in JPS, the Junior Reserve Officer Training Corps. Jackson Public School District data reveals that JROTC students have the highest graduation rate as a subgroup compared to their non-JROTC counterparts. Scholarship opportunities for college are also awarded to qualifying students via colleges throughout the nation for continuing in ROTC programs. Research also indicates decreased disciplinary infractions for JROTC students. Thus, this program would allow students to compete in leadership roles with other Middle School Cadet Corps around the nation.

PRE-KINDERGARTEN (PRE-K) PROGRAM

The Pre-Kindergarten Program of the Jackson Public School District serves students with the greatest socio-economic as well as academic need. The mission of the program is to provide quality early childhood experiences based on the knowledge of child development principles and the understanding of how four-year-old grow and learn. The program utilizes the "Curriculum for Fours" developed by the Mississippi Department of Education. It emphasizes developmentally appropriate practices aiding in the development of the whole child. The supplemental curriculum provides a framework for teachers to plan learning experiences that draw upon the needs and interests of the children. It is designed around themes and topics supported through play and sensory learning. The document recognizes the significance of the early years and is designed to reduce the number of children who arrive at school with inadequate literacy-related knowledge.

RE-ENGAGING IN EDUCATION FOR ALL TO PROGRESS (REAP)

Re-engaging in Education for All to Progress (REAP) is a program designed for students who are considering dropping out of high school. This program provides an alternative path to a high school diploma. All students attending REAP must be enrolled in the Jackson Public School District. The mission of REAP is provide academic opportunities to the over-age, non-traditional, at risk of dropping out student, to help them attain a high school diploma. Students are referred to the program through the school's lead counselor. After their transcripts are assessed, if eligible, the student will then meet with REAP Coordinator and Counselor, with the parent present, to discuss their academic path through REAP. Students who attend the program have not been successful in the regular high school setting. The program's smaller class sizes allow teachers to provide individualized instruction, and the flexible scheduling options allow more students to successfully complete their high school career and receive a high school diploma. If admitted, with regular attendance, active class participation, remediation and review, parental involvement, and good conduct, students will complete the program in two years or less with a high school diploma from their home school. Students participating in this program are eligible to participate in commencement exercises during their home school's scheduled graduation.

STRINGS IN THE SCHOOLS PROGRAM – MISSISSIPPI SYMPHONY ORCHESTRA

Students throughout the district have the benefit of free instruction from professional members of the Mississippi Symphony Orchestra through the Strings in the Schools Program. Participation is limited to students in grades 3–12. Elementary classes in violin, viola, cello, and bass meet twice weekly, while secondary classes meet daily. As part of the program, the Mississippi Symphony Orchestra offers Kinder Concerts for lower elementary students and Young Peoples Concerts for upper elementary students. In addition, the symphony's small ensembles — the Symphony Woodwind Quintet, the Brass Quintet, and the String Quartet — provide informal concerts to introduce elementary students to the instruments of the orchestra. *(This program is offered each year, pending the availability of funding and approval by the Board of Trustees.)*

Youth Court School - Henley Young Detention Center

—Chapter 9: Attendance Reporting

When local school districts receive a report from a juvenile court that a student's probation has school attendance as a condition, the following rules will be followed—

1. a review will be conducted by the school administration to determine the most appropriate academic placement, the need for counseling and other social services, and the development of an instruction plan, if appropriate;
2. Parental involvement will be encouraged;
3. Alternative placement will be considered if the act necessitating the order would hinder the instructional program or place others at risk for their personal safety; and
4. the appropriate School Attendance Officer will be notified.

The Youth Court School is committed to providing a quality interim educational program that will allow each juvenile the opportunity to achieve a higher learning potential while being detained at the Henley-Young Juvenile Justice Detention Center. The Henley-Young Juvenile Center Youth Court judges, court administrator, detention director, counselors, teachers, and staff believe that all students can learn. Please visit the district's website for additional information.

Additional Resources for Students and Families

As part of its commitment to a safe learning environment, JPS has established a Tip Line. Students, parents, employees, and others may report any suspicious activity observed in and around schools or campuses. Call takers will not ask for the names of anyone calling the Tip Line.

Tip Line
(601) 987-DROP [3767] or JPS.info@gmail.com

Crisis Hot Line
(601) 713-HELP [4357]

District Counseling Services
(601) 960-8353

McKinney Vento District Homeless Liaison
(601) 960-8885, (601) 960-8707

Marion Counseling Services
(601) 956-4816

Hinds Behavioral Health Services
(601) 321-2400

Mississippi Department of Mental Health Free Helpline
1 (877) 210-8513

National Suicide Prevention Lifeline
1 (800) 273-8255

JPS Parent and Family Engagement Center
(601) 960-8905

University of Mississippi Medical Center Emergency Room and In-patient Child Psychiatric Services
(601) 984-1000

Stop Bullying
https://www.stopbullying.gov/

The Jason Foundation
http://jasonfoundation.com/

Society for the Prevention of Teen Suicide
http://www.sptsusa.org/

The American Foundation for Suicide Prevention
https://afsp.org/

Mississippi Department of Mental Health
http://www.dmh.ms.gov/?s=suicide+prevention

JACKSON PUBLIC SCHOOLS

For information about school closings and for update-to-date information about the district and community, visit the following media and social media accounts:

Home Page

www.jackson.k12.ms.us

Twitter

https://www.jackson.k12.ms.us/JPSTwitter

Facebook

https://www.jackson.k12.ms.us/JPSFacebook

YouTube

https://www.youtube.com/jpsitv

ITV

Comcast Channels 18 and 19

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PARENT FORM A

Acknowledgment of the Code of Student Conduct and Handbook

Student's Name_____ School _____

Home Address_____ Home Phone _____

PARENT AND STUDENT ACKNOWLEDGEMENT

The *Code of Student Conduct with the Handbook* are to help you and your child gain the most significant possible benefit from his / her school experience. The school is in need of your help and cooperation. When you have read and discussed this document with your child, please sign this sheet, remove it from this booklet, and return it to the school. The original form will be kept at the school site.

FAILURE TO RETURN THIS ACKNOWLEDGEMENT WILL NOT RELIEVE A STUDENT OR THE PARENT / GUARDIAN OF THE STUDENT FROM RESPONSIBILITY FOR KNOWLEDGE OR THE NON-COMPLIANCE OF THE CONTENTS OF THE CODE OF STUDENT CONDUCT WITH THE HANDBOOK.

Please sign on the lines below, indicating that I have received and understand it is both the parent's and student's responsibility to review the following documents, and I understand and acknowledge that school board policies may be revised or changed throughout the school year and will be available online under the Board of Trustees, Approved Board Policies section.

Student's Acknowledgement

Student's Printed Name	Student's Signature	Date

Parent's Acknowledgement

Parent's Printed Name	Parent's Signature	Date

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PARENT FORM B
Student Directory Information Denial Form

Student's Name_____School _____

Home Address_____Home Phone _____

Parental Rights Regarding Student Directory Information

The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's education records, including directory information. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. Unless the parent or guardian notifies the Jackson Public School District otherwise within five days after notification by receipt of the Handbook and Code of Conduct for Students and Parents, consent is implied for the Jackson Public School District to release directory information. Implied consent includes the release of student directory information, or for non-directory information such as student work, for use in the following ways:

1. On the Jackson Public School District's web site

   - ☐ The web site will use the student's full name. Personal information such as a home address, phone number, or names of family members will not be used. Any information that indicates the physical location of a student at a given time other than attendance at a particular school or participation in school activities will not be used.

   - ☐ Schoolwork may include but is not limited to, art, written papers, class projects, and computer projects.

2. In material printed by the school or the Jackson Public School District or printed by publishers outside the Jackson Public School District

   - ☐ Printed material may include a child's full name.

   - ☐ Printed material may include, but is not limited to, school directories, yearbooks, programs, brochures, newspaper articles, and print advertisements.

3. In videos produced and broadcasted by the Jackson Public School District or produced and broadcast by news organizations and others who receive approval from the Jackson Public School District.

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

Parent / Guardian

I deny permission for directory information on my child to be published by the Jackson Public School District or to be released to any other publisher outside the Jackson Public School District.

_____	_____	_____
Parent's Printed Name	Parent's Signature	Date

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PARENT FORM C
Student Acceptable Use and Internet Safety Contract
(Board Policy JIAA)

Student's Name_____School _____

Home Address_____Home Phone _____

Student Agreement

As the student, I certify that I have read the district's Acceptable Use and Internet Safety Policy. I understand and agree to follow all of the terms and conditions of the policy. I understand any violation of the district policy will result in the temporary or permanent loss of network and / or Internet access and / or my user account; may result in other disciplinary action and may constitute a criminal offense. I agree to report any misuse of the Internet resources to the appropriate network administrator. In consideration for the privilege of using the district's computers, network, and Internet access, I hereby release and hold harmless the district and its employees, from any and all claims and damages of any nature arising from my use, or inability to use, the district's computers, network, or Internet access.

_____	_____	_____
Student's Printed Name	Student's Signature	Date

Parent Agreement

(For students under age 18)

As the parent or legal guardian of the above student, I have read, understand, and agree that my child or ward shall comply with the terms of the Jackson Public School District's Acceptable Use and Internet Safety Policy for the student's access to the Jackson Public School District's computer network and the Internet. I understand that access is being provided to the student for educational purposes only. Although the district will utilize filtering software or other technologies to prevent students from accessing unacceptable content through the network or Internet, I understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the policy. I am, therefore, signing this contract and agree to indemnify and hold harmless the school, the Jackson Public School District, the administrators, and teachers against all claims, damages, losses, and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks or his or her violation of the district's policy. I hereby give permission for my child or ward to use the approved account to access the computer network and the Internet.

_____	_____	_____
Parent's Printed Name	Parent's Signature	Date

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JACKSON PUBLIC SCHOOLS
Transforming lives through excellent education

PARENT-STUDENT-SCHOOL COMPACT AGREEMENT

PARENT/GUARDIAN AGREEMENT

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Establish a time for reinforcement activities and review them regularly.
- Provide a quiet, well-lighted place at home for him/her to study.
- Encourage my child's efforts and be available for question.
- Stay aware of what my child is learning.
- Provide a library card for my child.
- Read with my child and let my child see me read.
- Support the policies of the JPSD Student Handbook and Code of Conduct.
- Participate in parent involvement activities prescribed by home school partnership agreement.

Parent's Signature_____Date _____

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Use respectful words and actions.
- Follow school rules and classroom ground rules.
- Complete and return homework activities.
- Conform to guidelines of the JPSD Student Handbook and Code of Conduct

Student's Signature_____Date _____

TEACHER AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide meaningful and relevant reiJ1forcement activities appropriate for home.
- Provide necessary assistance for parents so they can help with assignments.
- Encourage students and parents by providing meaningful information about student progress.
- Use special activities in the classroom to make learning enjoyable.

Teacher's Signature_____Date _____

PRINCIPAL AGREEMENT

I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent, and student.
- Encourage teachers to regularly provide meaningful and relevant reinforcement activities/homework appropriate for home.

Principal's Signature_____Date _____

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ACUERDO COMPACTO PADRE-ESTUDIANTE-ESCUELA

ACUERDO DE PADRE / TUTOR

Quiero que mi hijo logre. Por lo tanto, lo alentaré haciendo lo siguiente:

- Ver que mi hijo sea puntual y asista a la escuela regularmente.
- Apoyar a la escuela en sus esfuerzos por mantener la disciplina adecuada.
- Establezca un tiempo para las actividades de refuerzo y revíselas regularmente.
- Proporcionar un lugar tranquilo y bien iluminado en el hogar para que él / ella estudie.
- Aliente los esfuerzos de mi hijo y esté disponible para hacer preguntas.
- Manténgase al tanto de lo que mi hijo está aprendiendo.
- Proporcionar una tarjeta de biblioteca para mi hijo.
- Leer con mi hijo y dejar que mi hijo me vea leer.
- Apoye las políticas del Manual del Estudiante y el Código de Conducta de JPSD.
- Participar en actividades de participación de padres prescritas por la asociación de la escuela en el hogar

Firma de los padres _____ _____ Fecha _____

ACUERDO ESTUDIANTIL

Es importante que trabaje lo mejor que pueda. Por lo tanto, me esforzaré por hacer lo siguiente:

- Asistir a la escuela regularmente.
- Venga a la escuela todos los días con bolígrafos, lápices, papel y otras herramientas necesarias para aprender.
- Use palabras y acciones respetuosas.
- Seguir las reglas de la escuela y las reglas básicas de la clase.
- Completar y devolver las actividades de la tarea.
- Conforme a las pautas del Manual del Estudiante y Código de Conducta de JPSD

Firma del estudiante _____ _____ Fecha _____

ACUERDO DE MAESTROS

Es importante que los estudiantes logren. Por lo tanto, haré lo siguiente:

- Proporcionar actividades significativas y relevantes de cumplimiento apropiadas para el hogar.
- Proporcionar asistencia necesaria para los padres para que puedan ayudar con las tareas.
- Aliente a los estudiantes y padres proporcionándoles información significativa sobre el progreso del estudiante.
- Use actividades especiales en el aula para que el aprendizaje sea agradable.

Firma del maestro _____ _____ Fecha _____

ACUERDO PRINCIPAL

Apoyo esta forma de participación de los padres. Por lo tanto, me esforzaré por hacer lo siguiente:

- Proporcionar un ambiente que permita una comunicación positiva entre el maestro, los padres y el alumno.
- Aliente a los maestros a proporcionar regularmente actividades de refuerzo significativas y relevantes / tareas apropiadas para el hogar.

Firma del director _____ _____ Fecha _____

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PARENTS RIGHT-TO-KNOW

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, the Jackson Public School District is notifying every parent of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teacher include, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a school that receives funds under this part shall provide to each individual parent the following:

1. Information on the level of achievement of the child in each of the State academic assessments as required under this part; and
2. Timely notice that the child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified.

If you have questions, please feel free to contact us at the following phone number 601-960-5319.

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PADRES A SABER

Estimados padres/tutores legales:

Acuerdo con ESEA sección 1111(h)(6) *Derecho a estar informado de los padres*, las escuelas públicas de Jackson distrito es notificar a todos los padres de un estudiante en una escuela de título I que tienen derecho y pueden solicitar información sobre las calificaciones profesionales del profesor de aula de su hijo. Esta información sobre las calificaciones profesionales del profesor de aula de su hijo, como mínimo, las siguientes:

1. Si el profesor ha cumplido requisitos estatales y criterios de los grados y materias en que el maestro proporciona la instrucción de licencias.
2. Si el maestro está enseñando bajo emergencia u otro provisional a través de cual estado ha renunciado calificación o los criterios de concesión de licencias.
3. La especialidad del grado Bachillerato del maestro y de cualquier otro certificado de graduación o grado llevó a cabo por el profesor y el campo de la disciplina de la certificación o título.
4. Si el niño se proporciona servicios por paraprofesionales y sus calificaciones.

Además a la información que los padres pueden solicitar, una escuela que recibe fondos bajo esta parte deberá proporcionar a cada padre individual lo siguiente:

1. Información sobre el nivel de logro del niño en cada una de las evaluaciones académicas del estado según lo dispuesto en esta parte; y
2. Aviso oportuno que el niño ha sido asignado, o ha sido impartido por cuatro o más semanas consecutivas, por un profesor que no está altamente calificado.

Si tienes preguntas, no dude en contactar con nosotros en la siguiente 601-960-9999 número teléfono.

Educar a nuestros hijos, yo soy

Principales

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PARENTAL OPTOUT INFORMATION FOR PARENTS OF ALL NINTH THROUGH TWELFTH GRADE STUDENTS

Federal law requires each Local Educational Agency (LEA), upon request of a military recruiter or an institution of higher education, access to names, addresses, and telephone numbers of high school students. A parent may submit a request in writing to the LEA that such student information not be released without prior written consent of the parent.

If you wish to provide written consent prior to the release of this information you may use the below example and return it to your child's school. However, please be aware that if you choose not to return the form at this time, you may do so at any time during your child's school career. The request will be honored, and it will be saved as a student record.

PARENTAL REQUEST FOR PRIOR WRITTEN CONSENT

You may complete the following if you do not consent to the release of your child's information - name, address, and telephone number - without first providing written permission to military recruiters and institutions of higher education that request this information. You must do so in writing, and this is an example.

Student's Last Name: _____
Student's First Name: _____
Student's Official Class: _____
Name of School: _____

I am requesting that my child's name, address, and telephone number NOT be shared with the below without my express written consent:

_____ Military Recruiters and Institutions of Higher Education

Parent/Guardian: _____ _____
Print Name Signature

_____
Date

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Jackson Public School District
Allegation of Bullying Complaint Form

To Be Completed by Parent:

Victim Name: _____ **Grade: _____** **Age: _____** **Sex: _____**

Alleged Perpetrator Name: _____ **Grade: _____** **Age: _____** **Sex: _____**

Witness Name: _____ Grade: _____ Age: _____ Sex: _____

Witness Name: _____ Grade: _____ Age: _____ Sex: _____

Witness Name: _____ Grade: _____ Age: _____ Sex: _____

Witness Name: _____ Grade: _____ Age: _____ Sex: _____

Witness Name: _____ Grade: _____ Age: _____ Sex: _____

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(Additional sheets may be attached)

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

What was the nature of the bullying allegation?

☐ Race	☐ Religion	☐ Sex	☐ Creed	☐ Color	☐ National Origin
☐ Appearance	☐ Behavior	☐ Sexual Orientation		☐ Other Differentiating Characteristic	

Received by School Official: _____ _____

Date Signature

Received by Principal: _____ _____

Date Signature

Internal Use:

Investigator Assigned: _____ _____
Date Signature

Investigation Returned to Principal: _____ _____
Date Signature of Investigator

Results of the Investigation:

Allegation Substantiated ☐ Yes ☐ No

Notification of Parents: _____ _____
Date Signature of Principal

Parent Appeal to Superintendent: _____ _____
Date Received Date Forwarded to Superintendent

Superintendent Notification of Parents: _____ _____
Date Received Signature

Action Upheld: ☐ Yes ☐ No

Parent Appeal to School Board: _____ _____
Date Signature

School Board Meeting w/Parents: _____ _____
Signature Date

Action Upheld: ☐ Yes ☐ No

School Board Final Notification: _____ _____
Signature Date