



# **Student/Parent HANDBOOK 2021 - 2022**

Kemper County School District  
159 Main Ave  
DeKalb, MS 39328

The Kemper County School District does not discriminate on the basis of race, color, religion, age, national origin, sex, or disability in the provision of educational programs and activities or employment opportunities and benefits. The vocational department encourages males and females to enroll in non-traditional classes and to train for non-traditional jobs.

Inquiries regarding the Kemper County School District's nondiscrimination policies, filing of grievances, requests for copies of grievances, and requests for copies of grievance procedures covering discrimination on the basis of disability or sex should be addressed to Ms. Amanda Hailey, 504/ADA or Ms. Jacqueline Jackson, Title IX Coordinator, P.O. Box 219, DeKalb, MS 39328, 601-743-5292.

Board Approved July 8, 2021



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## FOREWORD

Welcome! Whether you are a newcomer to our school or a veteran we hope you will find this school year to be a memorable and exciting one.

The purpose of this handbook is to provide parents and students with a better understanding of the organization and administration of the school, along with the policies governing the entire educational process. The intent is to encourage and establish correct school habits and a favorable attitude toward the school and its activities, as well as to serve as a guide to the students in making their school experience as profitable as possible.

Cooperation, of course is the key and toward that end we require that both parents and students read this handbook thoroughly, then sign and return the Partners in Learning Agreement and the Telecommunications Acceptable Use Policy to the homeroom teacher(s) of the student(s). The information contained herein has been reviewed, approved, and will be enforced by the Kemper County Board of Education. The handbook tells you exactly what we expect of you and what services and benefits you may expect from the board.

REMEMBER: The school will be what you make it and will have the reputation in the community that you give it. Together we can achieve our common goal of “Academic Excellence.”

The Kemper County Board of Education



# KEMPER COUNTY SCHOOLS

Post Office Box 219  
DeKalb, Mississippi 39328



*“Every Student, Every Day, The Wildcat Way”*

July 1, 2021

Welcome to the 2021-22 school year. We're excited for the start of a new year and the opportunity it presents for setting new goals, reigniting neglected passions, and putting our individual and collective best selves forward. **Kemper County School District** is an incredible place for students to learn and grow. Our district is built on high expectations for our students and staff. Our teachers and administrators have been gathering for the last several weeks to learn together, to plan for the upcoming year, and to ready their classrooms for the nearly 1,000 students.

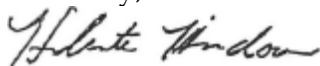
I believe it is our purpose to create an environment of safety, care, and support for every student, every day - **The Wildcat Way!** We do this best by knowing them as learners and individuals, recognizing their skills and motivations, and pushing them to excel. At Kemper County School District, our students are encouraged to take ownership of their learning while exploring their interests and finding passions.

Many thanks go to the custodial and maintenance staff in each of our buildings who have worked diligently all summer long to make sure our buildings are in tip-top shape. A walk through of any of our schools will showcase their attention to detail and pride in their work. Our food service workers and summer interns also deserve a big thank you for their service to our district.

Finally, you - our families and friends - deserve a big thank you for working with us to provide the very best education possible for all of our students.

Please call if you have a question or want to connect with one of our schools to arrange a visit. There is no better way to understand and appreciate the excellence behind Kemper County Schools than to experience it for yourself.

Sincerely,



**Hilute Hudson**  
**Superintendent of Education**

## ADMINISTRATION/ORGANIZATION

Board members elected by the voters of Kemper County govern the schools. One member is elected from each of the five districts in the county for a six-year period on a staggered term basis. The board meets in regular session on the second Thursday of each calendar month and in called sessions when necessary.

### BOARD OF EDUCATION

Rontal Jenkins	District 1	Carolyn Palmer	District 4
James Creer	District 2	Tyrone Steele	District 5
Lee Steele	District 3		

### CENTRAL OFFICE & OTHER ADMINISTRATIVE/SUPERVISORY PERSONNEL

Hilute Hudson	Superintendent of Education	601-743-2657
Fredrick Hickmon	Assistant Superintendent	601-743-5419
Mary Nell Woolery	Federal Programs Director	601-743-5419
Matilda Miller	School Business Administrator	601-743-2657
Amanda Hailey	Special Education Director	601-743-5125
	/504 Coordinator/Gifted Coordinator	
Mary Nell Woolery	Testing Coordinator	601-743-5419
Jacqueline Jackson	Title IX Coordinator	601-743-5292
Tracy Naylor	School Attendance Officer	601-743-2572
Willie Hooks	AHERA Designated LEA	601-743-2657
Amanda Williams	Food Service Director	601-743-5292
Douglas Newton	Transportation Director	601-743-2876
Steven Jackson	Director of School Safety/ Maintenance	601-743-5419

### SCHOOLS

**Kemper County Lower Elementary**, located in Scooba, Mississippi, is composed of grades pre-kindergarten through third. Phone number: 662-476-8423. Jeri Cawthorn-Principal; Sandra Knighton Clark- Assistant Principal.

**Kemper County Upper Elementary**, located in DeKalb, Mississippi, is composed of grades four through six. Phone Number: 601-743-2432. Delisa Cole, Principal; Frances Padbury- Assistant Principal.

**Kemper County Middle School**, located in DeKalb, Mississippi is composed of grades seven and eight. Phone number: 601-743-2942. David Sanders, Principal; Monica Craig – Assistant Principal.



**Kemper County High School**, located in DeKalb, Mississippi is composed of grades nine through twelve. Phone number: 601-743-5292. Jacqueline Jackson, 9<sup>th</sup>-10<sup>th</sup> Principal; Terry Rice, 11<sup>th</sup>-12<sup>th</sup> Principal.

**John C. Stennis Vocational Complex**, located in DeKalb, Mississippi. Phone number: 601-743-5226. Connie Johnson, Director.

**Kemper County Success School**, located in DeKalb, Mississippi. Phone number: 601-743-5538. Joseph Stone, Principal/Director



2020 - 2021

# Calendar

KEMPER COUNTY SCHOOL DISTRICT

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Date	Description
August 3-7	Professional Development
August 6	Open House /Mock School Day
August 7	Open House /Mock School Day
August 17	Students First Day
September 7	Labor Day
September 8	First Day of Face to Face Instruction
September 14	Progress Reports Issued
October 5-8	1st Nine Weeks/Benchmark Exams
October 12	Fall Break - No School
October 19	Report cards Issued
November 11	Progress Reports Issued
November 23-27	Thanksgiving Holiday
December 7-18	2nd Nine Weeks/Benchmark Exams
December 18	60% Day for Students
December 21-31	Christmas Holidays
January 1	Christmas Holidays
January 4	Professional Development
January 5	2nd Semester Begins
January 18	MLK Holiday
January 19	Prof. Dev. - 10:00-11:30
January 19	Parent Conf./Report Cards 1:00-6:00
February 3	Progress Reports Issued
February 15	Presidents Day/Weather Day
February 22-March 5	3rd Nine Weeks/Benchmark Exams
March 8-12	Spring Break
March 22	Report Cards Issued
April 2	Good Friday Holiday
April 5	Easter Holiday/Weather Day
April 21	Progress Reports Issued
May 21	High School Graduation
May 26	Last Day Students 60% Day
May 26	Last Day for Teachers
May 28	Report Cards Issued

<span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> PROFESSIONAL DEVELOPMENT DAY	<span style="background-color: blue; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> REPORT CARDS ISSUED
<span style="background-color: green; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> STUDENTS FIRST DAY - ONLINE	<span style="background-color: purple; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> LAST DAY FOR STUDENTS/TEACHERS
<span style="background-color: lightgreen; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> STUDENTS FIRST DAY - FACE to FACE	<span style="background-color: gray; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> GRADUATION
<span style="background-color: red; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> HOLIDAYS/BREAKS	



## **PACES Calendar of Events 2021-2022**

The Kemper County's PACES Project (Parents and Community Equals Educational Success) exists to stimulate partnerships between the school district, community leaders, business leaders, parents and students. A sixteen-member advisory board that includes local government officials, business leaders, parents, and school officials oversees activities.

The overall mission is to improve county student enrollment in institutions of higher learning. PACES goals include providing means for increasing community awareness of the value of education, increasing access to information and resources pertaining to college enrollment, and providing an opportunity for our seniors to visit Mississippi colleges. Finally, and foremost the group is focused on identifying means to provide positive reinforcement to students, intensifying peer support, and implementing measures which will help foster a greater sense of student self-esteem.

August 2021	Briefing of School Superintendent & Principals
September 2021	Meeting with Senior Class of 2022
October – November 2021	College Campus Visits
December 2021	Christmas Parade
February - 2022	Business & Industry Visits
March – 2022	Reality Store
	Capitol Visit- Jackson, MS
April 2022	PACES Recognition Banquet
May 2022	High School Awards Program
June 2022	Relay for Life Booth



**Kemper County Lower Elementary  
Regular Bell Schedule  
2021-2022**

<b>Time</b>	<b>Period</b>	<b>Minutes</b>	<b>Instructional Minutes</b>
7:15 – 7:45 a.m.	Homeroom	30	
7:45 – 9:05 a.m.	1 <sup>st</sup> Period	80	75
9:10 – 9:55 a.m.	2 <sup>nd</sup> Period	45	45
10:00 – 10:45 a.m.	3 <sup>rd</sup> Period	45	45
10:50 a.m. – 12:00 p.m.	4 <sup>th</sup> Period	70	50
12:05 p.m. – 12:50 p.m.	5 <sup>th</sup> Period	45	45
12:55 p.m. – 1:40 p.m.	6 <sup>th</sup> Period	45	45
1:45 p.m. – 2:30 p.m.	7 <sup>th</sup> Period	45	45
2:30 p.m.	Student Dismissal		350 Instructional Minutes

**Kemper Upper Elementary School  
Regular Bell Schedule  
2021-2022**

<b>Time</b>	<b>Period</b>	<b>Minutes</b>	<b>Instructional Minutes</b>
7:10 a.m.	Teacher Sign-In		
7:15 a.m.	Student Arrival		
8:00 a.m.	Tardy		
7:15 -7:45 a.m.	Homeroom	30	
7:45 – 8:35 a.m.	1 <sup>st</sup> Period	50	50
8:40 – 9:30 a.m.	2 <sup>nd</sup> Period	50	50
9:35 – 10:25 a.m.	3 <sup>rd</sup> Period	50	50
10:30 a.m. – 11:20 a.m.	4 <sup>th</sup> Period	50	50
11:25 a.m. – 12:40 p.m.	5 <sup>th</sup> Period	75	50
12:45 – 1:35 p.m.	6 <sup>th</sup> Period	50	50
1:40 – 2:30 p.m.	7 <sup>th</sup> Period	50	50
2:30 p.m.	Dismissal # 1		
2:50 p.m.	Dismissal # 2		350 Instructional Minutes

**Kemper County Middle School**  
**Regular Bell Schedule**  
**2021-2022**

Time	Period	Instructional Minutes
7:00 a.m.	Teachers Arrive	
7:10 a.m.	Students Arrive	
7:10 – 7:45 a.m.	Breakfast	
7:45 – 8:33 a.m.	1 <sup>st</sup> Period	48
8:36 – 9:24 a.m.	2 <sup>nd</sup> Period	48
9:27 – 10:15 a.m.	3 <sup>rd</sup> Period	48
10:18 – 11:06 a.m.	4 <sup>th</sup> Period	48
11:09 a.m.-12:22 p.m.	5 <sup>th</sup> Period/Lunch	48
12:25 – 1:10 p.m.	6 <sup>th</sup> Period	45
1:10- 1:18 p.m.	Break	
1:21– 2:09 p.m.	7 <sup>th</sup> Period	48
2:12- 3:00 p.m.	8 <sup>th</sup> Period	48
Car Riders Dismissal		
3:15 p.m.	Student Dismissal	380 Instructional Minutes

**Kemper County High School**  
**Regular Bell Schedule**  
**2021-2022**

Time	Period	Instructional Minutes
7:00 a.m.	Teachers Arrive	
7:10 a.m.	Students Arrive	
7:10 – 7:55 a.m.	Breakfast	
8:00 – 9:35 a.m.	1 <sup>st</sup> Block	95
9:35 – 9:43 a.m.	Break	
9:45 – 11:20 a.m.	2 <sup>nd</sup> Block	95
11:25 – 1:20 p.m.	3 <sup>rd</sup> Block	95
1:25 -3:00 p.m.	4 <sup>th</sup> Block	95
3:00 p.m.	1 <sup>st</sup> Dismissal	
3:15 p.m.	2 <sup>nd</sup> Dismissal	380 Instructional Minutes

**Kemper County Lower Elementary  
Sixty Percent (60%) Day Schedule  
Regular Bell Schedule  
2021-2022**

<b>Time</b>	<b>Period</b>	<b>Minutes</b>	<b>Instructional Minutes</b>
7:20 – 7:30 a.m.	Homeroom	10	
7:45 – 8:30 a.m.	1 <sup>st</sup> Period	45	45
8:35 – 9:10 a.m.	2 <sup>nd</sup> Period	35	30
9:15 – 9:50 a.m.	3 <sup>rd</sup> Period	35	30
9:55 a.m. – 10:35 p.m.	4 <sup>th</sup> Period	40	30
10:40 – 11:15 p.m.	5 <sup>th</sup> Period	35	30
11:20 – 11:55 a.m.	6 <sup>th</sup> Period	35	30
12:00 – 12:30 p.m.	7 <sup>th</sup> Period	30	30
12:30 p.m.	Student Dismissal		225 Instructional Minutes

**Kemper County Upper Elementary  
Sixty Percent (60%) Day Schedule  
2021-2022**

<b>Time</b>	<b>Period</b>	<b>Minutes</b>	<b>Instructional Minutes</b>
7:10 a.m.	Teacher Sign-In		
7:15 a.m.	Student Arrival		
7:15 – 7:45 a.m.	Homeroom	30	
8:00 a.m.	Tardy		
7:45 – 8:30 a.m.	1 <sup>st</sup> Period	45	45
8:35 – 9:05 a.m.	2 <sup>nd</sup> Period	30	30
9:10 – 9:40 a.m.	3 <sup>rd</sup> Period	30	30
9:45 – 10:15 a.m.	4 <sup>th</sup> Period	30	30
10: 20 – 11:25 a.m.	5 <sup>th</sup> Period	65	30
11:30 – 12:00 p.m.	6 <sup>th</sup> Period	30	30
12:00 – 12:30 p.m.	7 <sup>th</sup> Period	30	30
12:30 p.m.	Student Dismissal		
			225 Instructional Minutes



**Kemper County Middle School**  
**Sixty Percent (60%) Day Schedule**  
**2021-2022**

<b>Time</b>	<b>Period</b>	<b>Minutes</b>	<b>Instructional Minutes</b>
7:00 a.m.	Teachers Arrive		
7:10 a.m.	Students Arrive		
7:10 – 7:45 a.m.	Breakfast	35	
7:45 – 8:19 a.m.	1 <sup>st</sup> Period	34	34
8:21 – 8:55 a.m.	2 <sup>nd</sup> Period	34	34
8:58 – 9:32 a.m.	3 <sup>rd</sup> Period	34	34
9:35 – 10:09 a.m.	4 <sup>th</sup> Period	34	34
10:12 – 10:46 a.m.	5 <sup>th</sup> Period	34	34
10:49- 11:23 p.m.	6 <sup>th</sup> Period	34	34
11:26 – 12:28 p.m.	7 <sup>th</sup> Period/Lunch	62	37
12:31 – 1: 05 p.m.	8 <sup>th</sup> Period	34	34
1:05- 1:12 p.m.	1 <sup>st</sup> Dismissal		
1:12 – 1:22 p.m.	2 <sup>nd</sup> Dismissal		
			275 Instructional Minutes

**Kemper County High School**  
**Sixty Percent (60%) Day Schedule**  
**2021-2022**

<b>Time</b>	<b>Period</b>	<b>Minutes</b>	<b>Instructional Minutes</b>
7:15 a.m.	Teachers/Students Arrive		
7:10 – 7:55 a.m.	Breakfast	45	
7:59 a.m.	Tardy	4	
8:00 – 9:00 a.m.	1 <sup>st</sup> Block	60	60
9:04 a.m.	Tardy	4	
9:05 – 10:05 a.m.	2 <sup>nd</sup> Block	60	60
10:09 a.m.	Tardy	4	
10:10 – 12:00 p.m.	3 <sup>rd</sup> Block	100	100
12:04 p.m.	Tardy	4	
12:05 p.m.– 1:05 p.m.	4 <sup>th</sup> Block	50	60
1:05 p.m. – 1:12 p.m.	1 <sup>st</sup> Student Dismissal	10	
1:12 p.m.- 1:22 p.m.	2 <sup>nd</sup> Student Dismissal	30	
			280 Instructional Minutes

**KEMPER COUNTY SCHOOLS**  
**Post Office Box 219**  
**DeKalb, Mississippi 39328**

*“Together We Can Make A Difference”*

**Parent Right-to-Know Information**  
**As Required by the Elementary and Secondary Education Assistance (ESEA) [Section 1112 (e)(1)(A)]**  
**and The Every Student Succeeds Act (ESSA) [Section 1112 (e)(1)(A)]**

July 1, 2021

Dear Parent(s)/Legal Guardian(s):

The Kemper County School District receives Federal Title I funds to assist students in meeting state standards. This letter serves to inform you about your right to request information about the qualification of the classroom staff working with your child(ren). We currently operate school-wide Title I schools in grades K-12<sup>th</sup>.

Our district is exceptionally proud of our teachers and feel they are prepared to give your child a high-quality education. As a district operating Title I School-Wide Schools, we must meet federal regulations related to teacher qualifications as defined by ESEA. Schools are happy to provide the following information to you at any time:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is currently teaching,
- Whether the teacher received an emergency certificate through which state qualifications are waived, and
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessional and, if so, their qualifications.

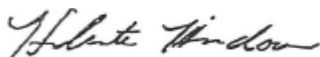
The Every Student Succeeds Act (ESSA), includes additional right-to-know requests. At any time, parents may request:

- Information on required assessments that include:
  - Subject matter assessed,
  - Purpose of the assessment,
  - Source of the requirement for the assessment;
  - Amount of time it takes to complete the test, and schedule for the assessment (if available),
  - Time and format of disseminating results

Parents may also request policies relating to student participation in district or state assessments regarding student participation in any mandatory assessments.

We are committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. If you have questions, please call or email your child's building principal or the Superintendent of Education.

Sincerely,



Hilute Hudson  
Superintendent

**KEMPER COUNTY SCHOOLS**  
**Post Office Box 219**  
**DeKalb, Mississippi 39328**

*“Together We Can Make A Difference”*

July 1, 2021

Dear Parents and Students:

This letter is to inform you of the school's compliance with the Asbestos Hazard Emergency Response Act (AHERA), administered by the US Environmental Protection Agency (EPA). This law relates to asbestos in school buildings and its purpose is to assure building occupants that any asbestos-containing materials that may be present in the building are kept in a “safe, undamaged” condition. The Agency requires all schools to inspect their buildings and facilities, and to identify, sample, and analyze all friable and non-friable building materials that may contain asbestos. Friable materials are defined as those that can be easily crumbled by hand. The Asbestos in Schools Rule and the Asbestos Hazard Emergency Response Act (AHERA) regulation further requires that all parents, teachers and employees of schools where asbestos is found, be notified.

In our efforts to comply with Federal and State requirements regarding asbestos management; and to ensure a safe learning environment for the patrons of Kemper County Schools, please be advised that all the following district facilities contain varying amounts of known asbestos-containing materials: Kemper County Lower Elementary, Kemper County Upper Elementary, Kemper County High School, and John C. Stennis Vocational Complex.

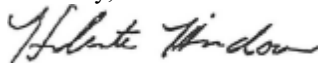
We have recently had our facilities re-inspected by an accredited asbestos inspector, as required by AHERA. The inspector located and related the condition and hazard potential of asbestos materials previously identified in our facilities. The re-inspection records were turned over to an accredited management planner.

An asbestos amended management plan was developed for our facilities, which includes: this notification letter, education and training of our employees, and a set of plans and procedures designed to minimize the disturbance of the asbestos containing materials and plans for regular surveillance of the asbestos-containing materials.

The District employs the services of a professional asbestos management firm who has completed a study to determine the presence, location and quantity of asbestos-containing materials in all district facilities. The facilities have been recently re-inspected in accordance with the Environmental Protection Agency guidelines for asbestos-containing materials and this study, as well as all historic data regarding asbestos, is available for your review in the main office of each facility.

We continue to implement the asbestos management plan. We are complying with federal, state, and local regulations in this area. We plan on taking whatever steps are necessary to insure your children and our employees have a healthy, safe environment in which to learn and work.

Sincerely,



Hilute Hudson

Superintendent of Education

**KEMPER COUNTY SCHOOLS**  
**Post Office Box 219**  
**DeKalb, Mississippi 39328**

***“Together We Can Make A Difference”***

July 1, 2021

Dear Parents and Students:

The purpose of this letter is to provide an annual notification to you of your rights under the Family Education Rights and Privacy Act (FERPA) and school board policy JRAB.

**ANNUAL NOTIFICATION**

The notice includes the following:

1. The right of a student's parent or eligible student to inspect and review the student's education records;
2. The intent of the school district is to limit the disclosure of information contained in a student's education records except: (1) by the prior written consent of the student's parent or the eligible student, (2) as directory information, or, (3) under certain limited circumstances, as permitted by the FERPA;
3. The right of a student's parent or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading, or in violation of student rights (this right includes the right to a hearing to present evidence that the record should be changed if the district decides not to alter it according to the parent's or eligible student's request and the right to insert in the student's permanent records an explanatory statement giving reasons for disagreeing with the decision);
4. The right of any person to file a complaint with the Department of Education if the school district violates the FERPA; and
5. The procedure that a student's parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

The district will arrange to provide translations of this notice to non-English speaking parents in their native language.

**STATEMENT OF RIGHTS**

Parents and eligible students have the following rights under the Family Education Rights and Privacy Act and this policy:

1. The right to inspect and review the student's education record;
2. The right to exercise a limited control over other people's access to the student's education record;

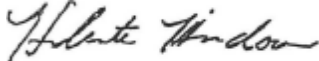
3. The right to seek to correct the student's education record, in a hearing, if necessary;
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

All rights and protections given parents under the FERPA and this policy transfer to the student when the student reaches 18 or enrolls in a post-secondary school.

The categories set forth as directory information may be used on a school-authorized internet web page if granted permission by the parent or legal guardian.

Disclaimer: The school district shall not be responsible for the posting of any student information on any internet web page not authorized by the Kemper County Board of Education.

Sincerely,

A handwritten signature in cursive script, appearing to read "Hilute Hudson".

Hilute Hudson  
Superintendent of Education

# ACADEMIC EXCELLENCE

## GRADING SYSTEM

Each teacher will have a detailed grading system that must be explained to each student and also to any parent or guardian upon request. Grades are derived from class work, homework, independent work, class participation, test grades, projects, notebooks, etc. Teachers are responsible for notifying parents or guardians when a child is failing a course by mid-term of the nine weeks. Parents are invited to contact teachers, counselors and/or administrators concerning any questions relative to a pupil's progress.

### Determining Student Progress

1. Tests- Tests shall be administered at the end of each instructional theme or unit to determine mastery of objectives. They may be constructed by the teacher using resources appropriate to the competencies/objectives taught.
2. Daily Grade Assignments – Daily Grade Assignments shall be defined as class work, homework, independent work, etc.
3. Passing – Passing is defined as making a minimum grade of 60 on objectives taught for students grade 7-12 and a minimum grade of 65 for students grade K-6.
4. Mastery of Objectives – Mastery of an objective is defined as successful achievement of that objective at the 70% level on a written test or by demonstrated performance.
5. Semester Averages – A semester average will be reported for each course at the end of each semester.

### Grading

1. There shall be four grading periods of nine-weeks duration.
2. A minimum of fourteen (14) grades administered through enCase shall be recorded for each student in each academic course during each nine-week grading period. The fourteen (14) grades will consist of nine (9) daily grades, four (4) tests, and one (1) benchmark/ 9-weeks test, all administered through the encase platform. Each grade must relate to specific competencies and objectives taught by the teacher.
3. In grades K-6, each nine -week grade will be determined by letting the daily grade assignments count 25% of the grade, tests count 45% of the grade, and the nine-week tests count 30%. In grades 7-12, each nine-week grade will be determined by letting the daily grade assignments count 25% of the grade, tests count 45% of the grade, and the nine-week tests count 30%.
4. Each semester grade shall be the average of its two nine-week grades. The yearly grade shall be the average of the two semester grades.

### Reporting Progress

1. Distribution of Report Cards – The student Report Card will be issued four times each school year at nine-week intervals.
2. Grade Conversion for Students Grade K -6<sup>th</sup> – The following numerical values shall be used in determining letter grades.

Numerical Grade	Letter Grade
90-100	A

80-89	B
70-79	C
65-69	D
Below 65	F

3. Grade Conversion for Students Grade 7<sup>th</sup>-8<sup>th</sup> – The following numerical values shall be used in determining letter grades.

Numerical Grade	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

4. Grade Conversion for Students Grade 9<sup>th</sup>-12<sup>th</sup> – The following numerical values shall be used in determining letter grades.

Numerical Grade	Letter Grade	Quality Points
90-100	A	4
80-89	B	3
70-79	C	2
60-69	D	1
Below 60	F	0

Report cards in grades K-6 will have a numerical grade and a letter grade, i.e. 95/A, in English, Math, Social Studies, Science, Reading, Health and Physical Education, and the Arts. Numerical and letter grades will be used on report cards in grades 7-12 to report achievement in English, Math, Social Studies, Science, Health and Physical Education, Technology or Computer Science, the Arts, and Electives.

Beginning with the 2018-2019 school year, the standard course of study shall include instruction in cursive reading and writing beginning in second grade, implemented across the curriculum, so that students create readable documents through legible cursive handwriting by the end of the fifth grade, and that students pass with proficiency a teacher-constructed test demonstrating the students' competency in both reading and writing cursive.

The following schedule of value is used to calculate GPA. (Grades 7-12)

A	90 -100
B	80 – 89
C	70 – 79
D	60-69
F	Below 60

Regular Courses (Un-weighted)

A	4.0
B	3.0
C	2.0



D	1.0
F	0.0

#### Accelerated Courses (Weighted)

A	4.5
B	3.5
C	2.5
D	1.5
F	0.0

#### Dual Credit & Advanced Placement Courses (Weighted)

A	5.0
B	4.0
C	3.0
D	2.0
F	0.0

#### The following courses are considered Accelerated Courses:

Honors Algebra  
Honors Biology I  
Honors English I  
Honors English II  
Honors US History

Any student who has not demonstrated mastery of a core objective set by the State of Mississippi and/or the Kemper County Public School District for any nine-week grading period in any academic subject may be given an **I** for that nine-week grading period. The **I** will be converted to an **F** at the end of the year if the student has not removed the deficiency.

5. Copies of Grade Reports - Copies of student grade reports shall be kept on file in the school that the student attends, and all teacher grade books will be submitted to the principal at the end of the school year and kept on file for a period of five academic years. All students' cumulative records shall be completed and kept on file in compliance with the Mississippi Department of Education regulations, state laws, and school board policy.
6. Progress Reports – A progress report will be issued every four and a half weeks.

### **Determining Term Grades, Semester Grades, and Final Grades**

1. Record Maintenance – A classroom record book will be provided for each teacher. This book must be used to record the numerical grades received by each student during each term.
2. Term Grade Computation – A numerical grade will be determined by weighting the average of all daily grade assignment scores (class work, homework, independent work, etc.) at a rate of 25%, test scores at a rate of 45%, and the nine-week test at a rate of 30% in grades K-6.

A numerical grade will be determined by weighting the average of all daily grade assignment scores (class work, homework, independent work, etc.) at a rate of 25%, test scores at a rate of 45%, and the nine-week test at a rate of 30% in grades 7-12.

3. To Determine the Term Grade –For grades K-6, average all **daily grade assignment scores** for the term. Round the average to the nearest whole number. Average all **test scores** for the term. Round the average to the nearest whole number to determine the test average. Record the nine-weeks test grade. **Calculate 25% of the daily grade average, 45% of the test average, and 30% of the nine-weeks test grade to determine the Term Grade.**

For grades 7-12, average all **daily grade assignment scores** for the term. Round the average to the nearest whole number. Average all **test scores** for the term. Round the average to the nearest whole number to determine the test average. Record the nine-weeks test grade. **Calculate 25% of the daily grade average, 45% of the test average, and 30% of the nine-weeks test grade to determine the Term Grade.**

4. To Determine the Semester Averages – Average the two term grades received during the semester. Round to the nearest whole number.
5. To Determine the Final Grade – Add the two semester averages and divide by 2.

**Examples for calculating grades (Grades K-6):**

**Term Average**

Daily Grades: 85, 80, 90, 70, 98

Average of Daily Grades = 84.60 Rounded = 85

25% of Daily Average = **21.25**

Test Grades: 80, 95, 70

Average of Test Grades = 81.66 Rounded = 82

45% of Test Average = **36.9**

Nine Weeks Test Grade = 79

30% of Nine Weeks Grade = **23.7**

The Term Average would be  $21.25 + 36.9 + 23.7 = 81.85$  Rounded = **82**

**Examples for calculating grades (Grades 7-12):**

**Term Average**

Daily Grades: 85, 80, 90, 70, 98

Average of Daily Grades = 84.60 Rounded = 85

25% of Daily Average = **21.25**

Test Grades: 80, 95, 70

Average of Test Grades = 81.66 Rounded = 82

45% of Test Average = **36.9**

Nine Weeks Test Grade = 79

30% of Nine Weeks Grade = **23.7**

The Term Average would be  $21.25 + 36.9 + 23.7 = 81.85$  Rounded = **82**

### **Semester Averages**

First Semester Averages are calculated by adding 1<sup>st</sup> and 2<sup>nd</sup> Term Averages and dividing by 2. Second semester Averages are calculated by adding 3<sup>rd</sup> and 4<sup>th</sup> Term Averages and dividing by 2.

1<sup>st</sup> Term Average = 82

2<sup>nd</sup> Term Average = 79

**Average of Terms 1 and 2 = 80.5 rounded = 81 (First Semester Average)**

3<sup>rd</sup> Term Average = 88

4<sup>th</sup> Term Average = 77

**Average of Terms 3 and 4 = 82.5 rounded = 83 (Second Semester Average)**

### **Final Grades**

The final grade would be the average of the two semester averages.

First Semester Average = **81**

Second Semester Average = **83**

**Final Average = 82**

### **Changing Grades**

1. Any change of grades, other than a final grade, shall be addressed with the teacher who issued the grade and the building level administrator.
2. 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.
3. 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)* (Policy IHA)

## **GRADUATION REQUIREMENTS**

1. The Kemper County Board of Education has established standards for graduation from high school that include:
  - (a) Mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education.
  - (b) Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the district school board.
2. A student who meets all requirements prescribed in subsection (1) of this section shall be awarded a standard diploma in a form prescribed by the state board.
3. The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation. § 37-16-7
4. The school district schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three (3) days prior to the end of the school year.
5. The Kemper County School District requires each student, in order to receive a high school diploma, to have met the following requirements established by its local board of education and by the State Board of Education. (MS Code Ann. §37-16-7, Miss. Admin. Code 7-3: 36.1-36.4, State Board Policy Chapter 36, Rules 36.1 through 36.4)
6. Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A of the latest edition of MS Public School Accountability Standards. See Appendix A, Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3. Students receiving a standard diploma may select from the graduation pathways as specified by the local school district's graduation requirements.

Students enrolled in Grades 10-12 in 2017-2018 receiving a standard diploma may select from four (4) graduation pathways to include: District Pathway Option, Traditional Pathway Option, Career Pathway Option, and Mississippi Early Exit Diploma and use the graduation requirements for school year they entered the 9<sup>th</sup> grade.

Students enrolled in Grade 9 in 2017-2018 receiving a standard diploma may select from three (3) graduation pathways to include District Pathway Option, Traditional Pathway Option, and Mississippi Early Exit Diploma and use the graduation requirements for school year they entered the 9<sup>th</sup> grade.

Students entering 9<sup>th</sup> grade in 2018-2019 and thereafter receiving a standard diploma may select from one (1) graduation pathway to include a Traditional Pathway Option.

- Entering ninth graders in 2005-2006 and ending with incoming ninth graders of 2017-2018 are required to have a minimum of 21 Carnegie units as specified in Appendix A-1.
- Entering ninth graders in 2008-2009 and ending with incoming ninth graders of 2017-2018 are required to have a minimum of 24 Carnegie units as specified in Appendix A-2, unless, on accordance with school board policy, their parent/guardian requests to opt the student out of Appendix A-2 requirements. This student would be required to complete the graduation requirements specified in A-1.

- Entering eleventh graders in 2010-2011 and ending with incoming ninth graders in 2016-2017 who chose the Career Pathway Option are required to earn the minimum graduation requirements specified in Appendix A-3 (Miss. Code Ann. §37-16-7).
  - Ending with incoming ninth graders in 2017-2018 who chose the Mississippi Early Exit Diploma Option are required to earn the minimum graduation requirements specified in Appendix A-4 and meet college and career qualification scores in all core content areas on a series of end-of-course exams and/or the required benchmarks for college readiness on the ACT or Institutions of Higher Learning (IHL) approved college entrance exam.
  - Entering ninth graders in 2018-2019 and thereafter are required to have a minimum of 24 Carnegie units as specified in Appendix A-6 to earn a Traditional Diploma.
  - Entering ninth graders in 2018-2019 and thereafter are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-7 to earn a Traditional Diploma with a Career and Technical Endorsement.
  - Entering ninth graders in 2018-2019 and thereafter are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-8 to earn a Traditional Diploma with an Academic Endorsement.
  - Entering ninth graders in 2018-2019 and thereafter are required to have a minimum of 28 Carnegie units and meet additional requirements as specified in Appendix A-9 to earn a Traditional Diploma with a Distinguished Academic Endorsement.
  - Entering ninth graders with a significant cognitive disability in 2018-2019 and thereafter, are required to have a minimum of 24 credits as described in Appendix A-10 to earn an Alternate Diploma.
  - Beginning in the 2018-2019 school year, Seniors will be required to take a Math or Math equivalent course their Senior year.
  - Beginning in school year 2018-2019, all seventh-grade students are required to have an Individual Success Plan (ISP) prior to exiting the seventh grade.
7. Each student receiving a standard diploma has met assessment requirements on each of the required high school end-of-course subject area tests or assessments or met one (1) of the options in lieu of passing the test (or assessment) as outlined in Appendix A-5. (Miss. Code Ann. § 37-16-7, Miss. Admin. Code 7-3: 34.1, 36.3, and 36.4, State Board Policy Chapter 34, Rule 34.1, State Board Policy Chapter 36, Rules 36.3, and 36.4)
  8. Beginning with incoming ninth graders of 2018-2019 each student who has completed the secondary curriculum for special education may be issued a special certificate of completion, which states: “This student has successfully completed an Individualized Education Program” as described in Appendix A-11. {MS Code 37-16-11 (1)}
  9. The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.
  10. Ending with the incoming ninth grade class of 2016-2017, each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education as outlined in Appendix G. (Miss Code Ann. §37-16-11(2))
  11. The State Department of Education shall establish goals for the performance of children with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State Department of Education. Performance indicators used to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates and

graduation rates shall be developed. Every two (2) years, the progress toward meeting the established performance goals shall be reported to the public. § 37-23-1 (Policy IHF)

### **Honor Graduates**

A grade point average of 3.75 to 4.0 is ranked “Highest Honors.” A grade point average of 3.25 to 3.74 is ranked “Honor.” A student is automatically excluded from Honor standing if she/she received a grade below "C" in any subject.

Students entering ninth grade in 2013-2014 and ending with incoming ninth graders of 2017-2018 may receive an Honor’s Diploma or a Standard Diploma with Honors if the following requirements are met.

#### **Requirements for an Honor’s Diploma (Students entering ninth grade in 2013-2014 and ending with incoming ninth graders of 2017-2018)**

Students must earn a minimum of 28 credits with a 3.25 GPA.\*

English	4	(at least 2 Accelerated)
Math	4	(at least 2 above Algebra I)
Science	4	(Biology 1, 2 lab based)
Soc. Studies	4	(MS Studies, Intro. to World Geography, World History, U.S. History, U.S. Government, Economics)
Health	1/2	
PE	1/2	
Technology or Computer Science	1	
Arts	1	
Electives	9	(at least 2 must be a Foreign Language or World Geography and 4 <sup>th</sup> year lab based Science or 4 <sup>th</sup> year upper level math)
Total	<hr/> 28	

#### **Requirements for a Standard Diploma with Honors (Students entering ninth grade in 2013-2014 and ending with incoming ninth graders of 2017-2018)**

Students must earn a minimum of 25 credits with a 3.25 GPA.

English	4	English I-IV
Math	4	(at least 2 above Algebra I)
Science	4	(Biology 1)
Soc. Studies	4	(MS Studies, Intro. to World Geography, World History, U.S. History, U.S. Government, Economics)
Health	1/2	
PE	1/2	
Technology or Computer Science	1	
Arts	1	
Electives	6	
Total	<hr/> 25	

Students opting for the Honor's Diploma who maintain a 3.0 and above but fail to meet the 3.25 GPA requirement shall receive a Standard Diploma with Honors. GPAs falling below 3.0 shall receive a Standard Diploma with no Honors.

Students entering ninth grade in 2013-2014 and ending with ninth graders of 2017-2018 must meet the requirements for an Honors Diploma in order to be declared Valedictorian or Salutatorian.

Students entering ninth grade in 2018-2019 and thereafter must meet the requirements for a traditional diploma in order to be declared Valedictorian or Salutatorian.

The valedictorian is the student who earns the highest cumulative GPA from grade 9 through the third nine weeks' period of the 12<sup>th</sup> grade. A co-valedictorian will be named in the event of a tie in GPA.

The salutatorian is the student who earns the second highest cumulative GPA from grade 9 through the third nine weeks' period of the 12<sup>th</sup> grade. A co-salutatorian will be named in the event of a tie in GPA.

STAR Student selection is based on the criteria from the Mississippi Economic Council, which designates the student who scores a minimum of 25 on the ACT and has at least a 93 numerical grade point average on his/her high school core work.

## **HONOR ROLL**

The Kemper County School District recognizes students who have achieved academic excellence and rewards them by sponsoring honor roll parties, special field trips, public media recognition, and Awards Day Programs.

### **There are three levels of academic excellence that we recognize each 9 weeks:**

Honor Roll	Overall average of 90 and above
Distinction	Overall average of 93 and above
Special Distinction	Grade of 93 and above in all classes

At the end of each semester, students will be recognized in the following additional categories:

Superintendent's Scholar	All A's
Principal's Scholar	All A's and B's

### **Core Courses (K-6)**

English  
Mathematics  
Social Studies  
Science  
Reading  
Health and Physical Education  
The Arts

### **Core Courses (7-12)**

English  
Mathematics  
Social Studies  
Science  
Technology or Computer Science  
Health and Physical Education  
The Arts

### **Core Electives (7-12)**

The Arts  
Technology or Computer Science  
Health and Physical Education

All core and core electives courses will be included in the computation of Honor Roll. A student must carry at least four courses (two being academic) to receive honor roll status.

**Core courses and electives for entering ninth graders in 2018-2019 and thereafter will include:**

**Core Courses (7-12)**

English  
Mathematics  
Science  
Social Studies  
Physical Education  
Health  
Technology or Computer Science  
The Arts  
College and Career Readiness

**Core Electives (7-12)**

The Arts  
Technology or Computer Science  
Health  
Physical Education  
College and Career Readiness

**PROMOTION / RETENTION**

The Board of School Trustees of the Kemper County Public School District believes that a well-planned and competently administered student evaluation program is an essential component of the District instructional program. The Board further believes that the regular and effective reporting of student progress toward the attainment of academic goals and objectives is imperative. The Board realizes that the primary function of the District's student evaluation program is to measure as accurately and objectively as possible each student's progress toward the attainment of academic goals and objectives set by the District and the student.

In order to insure a structured procedure for student evaluation and grade reporting which complies with all Mississippi State Department of Education and Accreditation standards, the following procedures shall be implemented.

Promotion and retention shall be based on the individual student's ability to obtain a minimum grade of 60 for grades 7-12 and a minimum grade of 65 for grades K-6 on the basic core competencies and/or objectives set by the State of Mississippi and/or the Kemper County School District. The basic core competencies and/or objectives are based on the state curriculum frameworks as well as those skills identified as essential by the teachers of Kemper County School and passed by the Kemper County Board of Education. Such criteria prohibit the retention of students for extra-curricular purposes. This will be jointly monitored and enforced by the State Board of Education and the Mississippi High School Activities Association.

A student who is enrolled in any grade higher than grade 6 must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below 2.0 on a 4.0 scale. The suspension from participation



in extracurricular or athletic activities may not be removed until the student's cumulative grade point average in a succeeding semester is 2.0 or higher on a 4.0 scale. A student with a cumulative grade point average below a 2.0 on a 4.0 scale at the semester of an academic school year shall be suspended from participation in extracurricular or athletic activities in the succeeding academic school year until the student's cumulative grade point average is 2.0 or higher on a 4.0 scale.

## **Kindergarten-Sixth Grade**

The kindergarten teacher must maintain a record of student performance indicating the extent to which a kindergarten student mastered core skills. In all K-6 grades, promotion and retention shall be based on the basic core competencies and/or objectives with a minimum grade of 65 in Reading, English, Mathematics, and either Social Studies or Science. Failure to obtain the minimum grade on the basic skills in core subjects will result in retention and referral to school intervention teams. Students must obtain a minimum grade of 65 in Reading, English, Mathematics, and either Social Studies or Science as well as make a passing score on the Reading State Assessment for third grade. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in Reading on the established state assessment for third (3<sup>rd</sup>) grade will not be promoted to fourth (4<sup>th</sup>) grade unless the student meets the good cause exemptions for promotion. Beginning in the 2018-2019 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 above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade. Promotion of third grade students to the fourth grade shall be based upon the recommendation of the principal after review by a review team comprised of the teacher and parents. The parents of any student promoted may choose that the student be retained for one (1) year, even if the principal and district superintendent determines otherwise. An external review team will determine promotion/retention for students who have failed more than once in other grades.

## **Seventh – Eighth Grade**

Students in grades 7-8 must pass district and state competencies and/or objectives with a minimum grade of 60 in Mathematics, English, and either Social Studies or Science. Failure to obtain the minimum grade on the basic skills in core subjects will result in retention and referral to school intervention teams. An external review team will determine promotion/retention for students in seventh and eighth grade who have failed more than once.

## **Ninth-Twelfth Grade**

Students in grades 9-12 will be awarded units of credit when they have earned a passing average in the teacher's evaluation of the student on all required core, district and state competencies and/or objectives with a minimum grade of 60. The students will be expected to achieve units listed below, in order to be promoted from one grade to another:

## **Classification Requirements**

To be classified as a **SOPHOMORE**, students must complete seven (7) units in which, one (1) **must** be in English and Math.

To be classified as a **JUNIOR**, students must complete twelve (12) units in which, two (2) **must** be in English and Math.

To be classified as a **SENIOR**, students must complete seventeen (17) units in which, three (3) **must** be in English and Math.

## **Special Education**

The State Department of Education shall establish goals for the performance of children with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State Department of Education. Performance indicators used to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates, and graduation rates shall be developed. Every two (2) years, the progress toward meeting the established performance goals shall be reported to the public. § 37-23-1

Special Education students will be placed or promoted based upon IEP committee review team recommendation.

## **Transfers**

Transfers of students to the next highest grade shall be based upon the recommendation of the principal after review by a review team and approval of the Superintendent. (Policy IHE)

## **LITERACY-BASED PROMOTION ACT**

Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3<sup>rd</sup> grade will not be promoted to 4<sup>th</sup> grade unless the student meets the good cause exemptions for promotion.

Beginning in the 2018-2019 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 above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

In compliance with the "Literacy Based Promotion Act," it is the intent of this school district to improve the reading skills of Kindergarten - Third Grade students so that every student completing the Third Grade is able to read at or above grade level. Each Kindergarten through Third Grade student's progression is determined, in part, upon the

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

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

following the identification of the reading deficiency. The intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:

- (a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- (b) The goals and benchmarks for growth;
- (c) How progress will be monitored and evaluated;
- (d) The type of additional instructional services and interventions the student will receive;
- (e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- (f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and
- (g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

The universal reading screener or locally determined reading assessment may be given in the first thirty (30) days of the school year and repeated if indicated at midyear and at the end of the school year to determine student progression in reading in Kindergarten through 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 school district until the reading deficiency is remedied. A student exhibiting continued reading deficiency with continued intensive interventions should be considered for exceptional criteria evaluation.

A Kindergarten or First, Second or Third Grade student identified with a deficiency in reading shall be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention shall include effective instructional strategies, and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade. A Kindergarten, First, Second or Third Grade student identified with a reading deficiency or not promoted may be placed in a transition class.

Parent Notification of Reading Deficiency Immediately upon the determination of a reading deficiency, and subsequently with each quarterly progress report until the deficiency is remediated, the parent or legal guardian of a Kindergarten or First, Second or Third Grade student who exhibits a substantial deficiency in reading shall be notified in writing by the student's teacher of the following:

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

6. That while the state annual accountability assessment for reading in Third Grade is the initial determinant, it is not the sole determiner of promotion and that approved alternative standardized assessments are available to assist the school district in knowing when a child is reading at or above grade level and ready for promotion to the next grade.

Social Promotion Prohibited In compliance with the “Literacy-Based Promotion Act,” social promotion is prohibited in this school district. A student may not be assigned a grade level based solely on the student's age or any other factors that constitute social promotion. 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 annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade. Beginning in the 2018-2019 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 above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

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

1. Limited English proficient students who have had less than two (2) years of instruction in an English Language Learner program;
2. Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
3. Students with a disability who participate in the state annual accountability assessment and who have an IEP or a Section 504 plan that reflects that the individual student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading or previously was retained in Kindergarten or First, Second or Third Grade;
4. Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and
5. Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria. A student who is promoted to Fourth Grade with a good cause exemption shall be provided an individual reading plan as described in section 37-177-1(2) which outlines intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted. This school district shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among students with persistent reading difficulties.

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

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

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

Retained Third Grade Students Beginning in the 2014-2015 school year, this school district shall take the following actions for retained Third Grade students:

1. Provide Third Grade students who are not promoted with intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency as outlined in the student's individual reading plan, including a minimum of ninety (90) minutes during regular school hours of daily, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension, and other strategies prescribed by the school district, which may include, but are not limited to:
  1. Small group instruction;
  2. Reduced teacher - student ratios;
  3. Tutoring in scientifically research-based reading services in addition to the regular school day;
  4. The option of transition classes;
  5. Extended school day, week or year; and
  6. Summer reading camps.
2. Third Grade students who are retained shall be provided with a high-performing teacher, as determined by student performance data, particularly related to student growth in reading, above-satisfactory performance appraisals, and/or specific training relevant to literacy.

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

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

Annual Report Within thirty (30) days of final State Board of Education approval of state accountability results, the school board of this school district shall publish, in a newspaper having a general circulation within the school district, and report to the State Board of Education and the Mississippi Reading Panel the following information relating to the preceding school year:

1. Student progression and the school district's policies and procedures on student retention and promotion;
2. By grade, the number and percentage of all students performing at each level of competency on the reading and math portion of the annual state accountability system and the number and percentage of students given an approved alternative standardized reading assessment and the percentage of these students performing at each competency level on said alternative standardized assessment;
3. By grade, the number and percentage of all students retained in Kindergarten through Grade 8;

4. Information on the total number and percentage of students who were promoted for good cause, by each category of good cause described by law; and
5. Any revisions to the school board's policy on student retention and promotion from the prior school year.

Student Handbook Provisions required by the Literacy Promotion Act shall be provided as an addition to the district's published handbook of policy for employees and students beginning in school year 2013-2014. The superintendent or designee shall establish procedures to support this policy. LEGAL REF.: MS CODE – Literacy Based Promotion Act, 2013 (Policy ICHI)

## **DYSLEXIA SCREENING**

It is the policy of this district to comply with all requirements of the dyslexia screening and therapy provided by law and the Mississippi Department of Education. Therefore, this district will ensure that students will receive dyslexia screening by a screener approved by the State Board of Education in the spring of kindergarten and the Fall of Grade 1.

The component of the screening must include:

1. Phonological awareness and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Encoding skills; and
6. Rapid naming.

If a student fails the screener, the parent or legal guardian will be notified of the results of the screener. Subsequent dyslexia evaluations may be administered by licensed professionals, including: Psychologists, Psychometrists, and Speech Language Pathologists licensed in accordance with law and the Mississippi Department of Education where applicable.

If a student fails the screener, the school district, in its discretion, may perform a comprehensive dyslexia evaluation; such evaluation must be administered by any of the licensed professionals identified above.

If a parent or legal guardian of a student who fails the dyslexia screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by any of the licensed professionals identified above.

The resulting diagnosis of the subsequent evaluation shall be accepted by the school district for purposes of determining eligibility for placement within a dyslexia therapy program within the current school or to receive a Mississippi Dyslexia Therapy Scholarship for placement in a dyslexia program in another public school or nonpublic school.

Dyslexia Scholarships are available for students in grades 1 through 12 who have been properly screened and diagnosed with dyslexia. (Policy IEBA)

### Dyslexia Screening Procedures

The principal of each elementary school will ensure that a dyslexia screener approved by the State Board of Education will be administered to all students during the spring of their kindergarten year and the fall of their first grade year by their teacher or designee. The screener will include the following components: a)

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

If a student fails the screener, the parent or legal guardian will be notified of the results of the screener by the principal or designee.

## **SPEECH LANGUAGE SCREENING**

Speech, Language Screening, Voice and Fluency Disorders

This school district ensures that students will be screened for articulation, language, voice, and fluency disorders before the end of Grade 1.

1. If a student fails the screener, the parent or legal guardian will be notified of the results of the screener.
2. If a student fails the screener, the school district, in its discretion, may perform a comprehensive speech-language evaluation.

If a parent or a legal guardian of a student who fails the speech-language screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by a 215 endorsed speech-language pathologist. The subsequent evaluation obtained by the parents shall be considered by the school district for eligibility in the area of speech-language in accordance with the procedures mandated by the federal Individuals with Disabilities Education Act (IDEA) for a placement in a speech-language program within the current school or to apply for a Mississippi speech-language therapy scholarship for placement in a speech-language program in a nonpublic special purpose school.

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. (Policy IEB)

## **SECONDARY SCHOOL REQUIRED COURSES**

The required courses in the curriculum of each secondary school are found in Appendix B of the latest edition of the Mississippi Accountability Standards.

## **UNIVERSITY ADMISSION REQUIREMENTS**

Requirements for admission to Institutions of Higher Learning (IHL) Public Universities in Mississippi are included in Appendix C-1.

### **COLLEGE PREPARATORY RECOMMENDED CURRICULUM FOR ADMISSION TO INSTITUTIONS OF HIGHER LEARNING (IHL) PUBLIC UNIVERSITIES IN MISSISSIPPI**

The college preparatory recommended curriculum for admission to Institutions of Higher Learning (IHL) Public Universities in Mississippi are included in Appendix C-2.

## **CODE OF CONDUCT**

### **SECONDARY SCHOOLS**

The administration of Kemper County Public Schools is based on the theory that junior and senior high students are young ladies and young gentlemen and, as such, should be capable of conducting themselves in accordance with accepted standards of conduct. Every student is expected at all times to keep in mind that his conduct should not interfere with others, rather that it should be an example to others.

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

### **ELEMENTARY SCHOOLS**

Helping children to develop self-discipline and to conduct themselves in an acceptable manner is a major behavioral objective of the school as well as of the home. Parents may assume that a student's behavior is satisfactory or better unless they are notified by telephone or by letter. In most cases it is believed that the call or letter will suffice -- if not, the parents may be asked to come to the school for a conference in order to affect an acceptable solution to the problem.

The school will expect and demand nothing less than good conduct on the part of students. It is believed that the above described procedure will be effective in achieving a desirable learning atmosphere and in guiding students toward assuming a greater degree of responsibility for their behavior. It should be fully understood that any student whose conduct interferes with the learning process of others will be removed from the classroom and dealt with accordingly.

### **GENERAL RULES OF STUDENT CONDUCT**

1. Students are expected to conduct themselves in all school activities in such a manner that will promote development rather than inhibit it.
2. A teaching situation which is conducive to learning must be maintained. Therefore, any student whose actions make it impossible for the teacher to devote full attention to the class will be disciplined, including but not limited to being sent to the principal's office. The counselor and principal will review the case and try to resolve the problem. A student who has been sent from class repeatedly will be suspended from school.
3. Any student who starts a disturbance or who participates in one will be suspended from school immediately and will be able to re-enter only after satisfactory assurance has been given in writing to the principal by the student and by his parents or guardians that there will not be a recurrence of this sort of behavior.
4. Corridor courtesy requires that students walk in an orderly manner on the right side of the corridor.
5. Profanity, cheating, stealing, and gambling can never be accepted by the schools of this system. Such offenses can result in suspension or expulsion.
6. Radios and/or other sound reproducers shall be forbidden on campus unless specifically requested by the teacher in charge.



7. All schools in the District are smoke-free zones. Smoking is prohibited on property owned or used by the school, whether during school, after school or at school-related events. Students caught smoking in unauthorized areas will be suspended.
8. A student is strictly prohibited by law from possessing a weapon, as identified in Policy JCDAE, while on school property, going to school, going from school or during school-related activities. Any student violating this rule shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.
9. A student is strictly prohibited by law from possessing, using or selling any controlled substance, including drugs and alcohol as identified in Policy JCDAC, while on school property, going to school, going from school or during school-related activities. Any student violating this rule shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.
10. A student who uses or is under the influence of any alcohol or drugs shall be subject to immediate suspension or expulsion and subject to all other penalties and requirements provided by law and District policies.
11. A student who commits an unlawful or violent act, as defined by Policy JCBE, shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent and subject to all other penalties and requirements provided by law and District policies. Unlawful activities mean any of the following:
  1. Possession or use of a deadly weapon;
  2. Possession, sale or use of any controlled substance;
  3. Aggravated assault;
  4. Simple assault upon any school employee;
  5. Rape;
  6. Sexual battery;
  7. Murder;
  8. Kidnapping;
  9. Fondling, touching, handling, etc. of a child for lustful purposes;
12. A student who carries or otherwise has in his/her possession a firearm on campus, in violation of Policy JCBH, shall be subject to immediate suspension and recommendation of expulsion for a minimum of one calendar year by the principal, his/her designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.
13. A student, upon his/her second suspension for a disciplinary reason, will be informed that his/her third such suspension may result in expulsion.
14. Student behavior that harasses or threatens other students or school personnel will not be tolerated. This district shall treat hazing, as defined in MS Code 97-3-105 and stalking, as defined in MS Code 97-3-107, as serious offenses subject to criminal prosecution.
15. Student-to-student sexual harassment will not be tolerated. Complaints of student-to-student sexual harassment will be handled in accordance with Policy JB-P, Students Complaints of Sexual Discrimination/Harassment - Title IX Procedures.
16. Any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substance Law, a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on educational property as defined in Section 97-37-17, Mississippi Code of 1972, shall be subject to automatic

expulsion for a calendar year by the superintendent or principal of the school in which the student is enrolled; provided, however, that the superintendent is authorized to modify the period of time for such expulsion on a case by case basis. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board. ' 37-11-18 (1995)

17. If any student shall willfully destroy, cut, deface, damage, or injure any school building, equipment or other school property, he/she shall be subject to suspension or expulsion and his/her parents, legal guardians or custodians shall be liable for all damages.
18. Gang activity will not be tolerated in any form. Where gang activity is suspected or confirmed a complaint will be filed in accordance with the "Mississippi Street Gang Act" (MS Code '97-44-1 *et seq.*).
19. Any student who looks through a window, hole or opening, or otherwise views by means of any instrumentality, including, but not limited to, a periscope, telescope, binoculars, drones, camera, motion-picture camera, camcorder or mobile phone, into the interior of a bathroom, changing room, fitting room, locker room, dressing room, spa, massage room or therapy room or the interior of any other area in which the occupant has a reasonable expectation of privacy, with the intent to invade the privacy of a person or persons inside and without the consent or knowledge of every person present, for the lewd, licentious and indecent purpose of spying upon the occupant or occupants thereof, shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent subject to all other penalties provided by law and District policies.
20. School officials shall notify law enforcement and file reports in accordance with the law and with policy JCBF-D if applicable when reporting unlawful or violent acts.
21. If a student displays suicidal or homicidal ideation, parents will be contacted immediately and the student can only leave the premises with his or her parent or guardian. The student may return only after he/she has been evaluated by Mental Health professionals.

## **SEXUAL MISCONDUCT PROHIBITED**

If any person eighteen (18) years or older who is employed by any public or private school district in this state is accused of fondling or having any type of sexual involvement with any child under the age of eighteen (18) years who is enrolled in such school, the principal of such school and the superintendent of such school district shall timely notify the district attorney with jurisdiction where the school is located of such accusation, provided that such accusation is reported to the principal and to the school superintendent and that there is a reasonable basis to believe that such accusation is true. ' 97-5-24 (1994)

If any teacher and any pupil under eighteen (18) years of age of such teacher, not being married to each other, shall have sexual intercourse, each with the other, they shall, for every such offense, be fined in any sum, not more than five hundred dollars (\$500.00) each, and the teacher may be imprisoned not less than three (3) months nor more than six (6) months. ' 97-29-3 (1980)

## **HARASSMENT PROHIBITED**

This school district affirms employee protection provided under Title VII, and therefore "shall not tolerate verbal or physical conduct by any employee, male or female, which harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive, or hostile environment."

Further, this school district prohibits sexual harassment of or by any student. This policy applies to conduct during and relating to school and school-sponsored activities. Sexual harassment is inappropriate behavior and offensive. Any student who engages in the sexual harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion.

## **SPECIAL EDUCATION STUDENTS**

Special education students are responsible for adhering to the same rules of conduct as nondisabled students. All special education students are entitled to a free appropriate public education, even those who have been suspended or expelled. Whenever a special education student is removed for disciplinary reasons from his/her current education setting and placed in an interim alternative setting, the setting must be one which enables the student to continue to participate in the general curriculum, to continue to receive those services and modifications described in the student's current IEP, and to receive services and modifications designed to address the student's behavior. The special education director/coordinator or designee should be contacted immediately when a special education student commits a violation of the rules of conduct which may result in the removal from the classroom by suspension or expulsion. All procedural safeguards described in the IDEA shall be followed whenever a special education student is disciplined.

As provided under 37-23-135, "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."

## **PARENTAL RESPONSIBILITIES**

1. A parent, guardian or custodian of a compulsory-school-age child enrolled in this District shall be responsible financially for his or her minor child's destructive acts against school property or persons;
2. A parent, guardian or custodian of a compulsory-school-age child enrolled in this District may be requested to appear at school by the school attendance officer or an appropriate school official, for a conference regarding the destructive acts of their child, or for any other discipline conference regarding the acts of the child;
3. 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
4. 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.
5. Any parent, guardian or custodian of a compulsory –school-age child who (a) fails to attend a discipline conference to which such parent, guardian or custodian has been summoned under the provisions of this section, or (b) refuses or willfully fails to perform any other duties imposed upon him or her under the law shall be guilty of a misdemeanor and, upon conviction, shall be fined no to exceed an amount as provided by law.

## **CAR RIDERS' LOADING AND UNLOADING ZONE**

1. Car riders are only loaded and unloaded by district staff on passenger side of vehicle.
2. Loading and unloading of students on driver's side of vehicle will be parent, legal guardian or designee's responsibility.

## **SCHOOL BUS CODE OF CONDUCT**

### **RESPONSIBILITIES**

While Mississippi law requires the district to furnish transportation to its eligible students, parents have the responsibility of supervising the students until they board the bus in the morning and after they leave the bus at the end of the school day. Furthermore, students have the responsibility to obey all rules of conduct while waiting for, riding and leaving the bus.

The school bus driver is authorized and responsible to the school district to maintain student order and to insure safety at all times. Therefore, he/she is authorized to instruct and otherwise control students while they are on the bus.

The principal will be responsible for disciplining students reported to him/her by the driver. Questions and inquiries regarding discipline should be directed to the school principal. Questions and inquiries regarding stops, routes, and student eligibility must be directed to the Transportation Supervisor.

### **RULES OF CONDUCT**

Students who do not conduct themselves properly will not be allowed to ride the bus. Students may be subjected to disciplinary action provided by district policies, including but not limited to suspension and expulsion from school or from the bus, for misconduct on the bus.

While riding a school bus, students must conform to all rules of conduct as established by Policies [JCA, JCB, JCBD, JCB, JCBF, and JCDAD] and the student code of conduct adopted by their schools. The principal shall provide to each student eligible to ride a bus a list of rules, including but not necessarily limited to the following:

#### **A. Loading and Unloading**

1. Be at your assigned loading zone on time.
2. Exercise extreme caution in getting to and from your assigned bus stop.
3. Look in both directions before stepping from behind parked cars.
4. Stay well off the roadway until the bus comes to a complete stop and the bus driver indicates that it is safe to board.
5. Do not play on or near the road while waiting for the bus to arrive.
6. Look in both directions before crossing any roadway.
7. Never walk on the road when there is a sidewalk or pathway.
8. Always walk on the left side of the road facing oncoming traffic and step off the road when a motor vehicle approaches.
9. Wait until the bus comes to a complete stop before trying to load and unload.
10. Use the hand rail while getting on and off the bus.
11. If possible, wear white or light-colored clothing or carry a flashlight when you walk on the roadway at night in order that the motoring public might be aware of your presence.

12. When you must cross the road to enter the bus, or after leaving the bus, always cross in front of the bus and walk approximately 10 feet ahead of the bumper.

#### **B. Riding the Bus**

1. Do not distract the driver's attention other than when necessary.
2. Talk to your friends in a normal tone and do not shout. Do not talk or make unnecessary noise when the bus is approaching and crossing a railroad or a highway intersection.
3. Keep head, hands, and articles inside the bus.
4. Do not bring unauthorized articles on the bus (i.e., pets, combustibles, large articles, weapons).
5. Do not use profane language or make obscene gestures.
6. Do not fight or scuffle.
7. Be courteous to and follow the instructions of your bus driver and safety patrol.
8. Do not strike or threaten the bus driver.
9. Do not make excessive noise.
10. Do not throw objects inside or outside the bus.
11. Do not commit any other acts deemed improper by the student code of conduct or by the bus driver.
12. Student-to-student sexual harassment will not be tolerated. Complaints of student-to-student sexual harassment will be handled in accordance with Policy JB-P, Students Complaints of Sexual Discrimination/Harassment - Title IX Procedures.
13. Smoking is prohibited on the school bus and on all educational property. Violation of the no-smoking rule will be handled in accordance with the "Mississippi Adult Tobacco Use on Educational Property Act of 2000," '97-32-25 thru 97-32-29.

## **RULES OF DISCIPLINE**

### **ALTERNATIVE OPTION**

The Kemper County School District's discipline plan may provide that as an alternative to suspension, a student may remain in school by having the parent, guardian or custodian, with the consent of the student's teacher or teachers, attend class with the student for a period of time specifically agreed upon by the reporting teacher and school principal. If the parent, guardian or custodian does not agree to attend class with the student or fails to attend class with the student, the student shall be suspended in accordance with the code of student conduct and discipline policies of the school district. '37-11-53

### **ALTERNATIVE SCHOOL**

The Kemper County School District will provide access to an alternative education program that meets program guidelines outlined in MS Code 37-13-92 and the guidelines established by the State Board of Education to serve compulsory school-age children:

1. 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;
2. Who are referred for placement based upon a documented need by the parent, legal guardian or custodian because of disciplinary problems;
3. Who are referred by order of a chancellor or youth court judge, but only with the consent of the principal; and
4. 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.

## **GED PROGRAM**

The Kemper County School District may provide access to a GED Program that meets program guidelines outlined in MS Code 37-35-3 and the guidelines established by applicable State Board of Education policy.

The criteria for student participation in the GED Option Program as outlined in Section 37-35-3 will consist of the following:

- a) The student must be at least 16 years of age;
- b) The student must be at least one (1) full grade level behind his or her ninth grade cohort or must have acquired less than four (4) Carnegie units;
- c) The student must have taken every opportunity to continue to participate in course work leading to a regular diploma; and
- d) The student must be certified to be eligible to participate in the GED course by the school district superintendent, based on the developed criteria.

As mandated by Mississippi Code of 1972 Section, 37-35-3, the following shall apply:

- Any student participating in an approved General Educational Development (GED) Option program administered by a local school district or a local school district with an approved contractual agreement with a community college or other local entity shall not be considered a dropout. Students in such a program administered by a local school district shall be considered enrolled within the school district of origin for the purpose of enrollment for minimum program funding only. Such students shall not be considered as enrolled in the regular school program for academic or programmatic purposes.
- Students participating in an approved General Educational Development (GED) Option program shall have an individual career plan developed at the time of placement to insure that the student's academic and job skill needs will be met.
- Students participating in an approved General Educational Development (GED) Option program may participate in existing job and skills development programs or in similar programs developed in conjunction with the GED Option program and the vocational director.
- General Educational Development (GED) Option programs may be operated by local school districts or may be operated by two (2) or more adjacent school districts, pursuant to a contract approved by the State Board of Education.

## **CORPORAL PUNISHMENT**

Reasonable corporal punishment of a non-disabled student is permitted as a disciplinary measure in order to preserve an effective educational environment which is free from disruption and is conducive to furthering the educational mission of the board. The superintendent shall establish and enforce rules and regulations governing the administration of corporal punishment which are consistent with the following requirements:

1. School personnel is prohibited from using corporal punishment on any student with a disability. A student with a disability is any student who has an IEP or Section 504 plan.
2. Corporal punishment shall be administered only after less stringent measures such as counseling, parental conferences and other forms of discipline have failed to produce the desired results, unless the conduct of a student is of such an extreme nature that corporal punishment is the only reasonable form of discipline under the circumstances.
3. Any corporal punishment shall be reasonable and moderate and may not be administered maliciously or for the purpose of revenge. Such factors as the size, age and condition of the student, the type of instrument to be used, and the amount of force to be used and the part of the body to be struck shall be considered before administering any corporal punishment.
4. Corporal punishment may be administered by the school principal or assistant principal.
5. When corporal punishment is administered, it shall be done in the presence of another school employee.

Except in the case of excessive force or cruel and unusual punishment, the principal or assistant principal shall not be civilly or criminally liable for any action carried out in conformity with state or federal law or rules or regulations of the State Board of Education or the local school board regarding the control, discipline, suspension and expulsion of students. The local school board shall provide any necessary legal defense to the principal or assistant principal in any action which may be filed against such school personnel.

A public school teacher, assistant teacher, principal, assistant principal, or other school personnel shall not be granted immunity from liability for the use of corporal punishment on a student with a disability.

Corporal punishment administered in a reasonable manner by the principal or assistant principal acting within the scope of his employment or function and in accordance with any state or federal laws or rules or regulations of the State Board of Education or the local school board does not constitute assault, simple assault, aggravated assault, battery, negligence or child abuse. No principal or assistant principal so acting shall be named as an individual defendant or be held liable in a suit for civil damages alleged to have been suffered by a student as a result of the administration of corporal punishment, unless the court determines that the teacher, principal or assistant principal acted in bad faith or with malicious purpose or in a manner exhibiting a wanton and willful disregard of human rights or safety.

Corporal punishment means the reasonable use of physical contact by the principal or assistant principal as may be necessary to maintain discipline, to enforce a school rule, for self-protection or for the protection of other students from disruptive students. Corporal punishment in the form of paddling shall be witnessed at all times by at least one (1) school employee, and all other acts of corporal punishment, as defined herein, shall be witnessed at all times, if possible, by a school employee. ' 37-11-57 (1997) (Policy JDB)

## **DETENTION**

Detention of students for disciplinary purposes is permissible. The superintendent and principal shall establish guidelines for detention. All detention shall be supervised by district personnel. The planning and scheduling of students to be kept after school in detention will reflect this district's philosophy of student-centered instruction and his/her individual worth.

## **EXPULSION**

A student may be expelled for committing any of the offenses identified as expellable offenses in the discipline plan.

1. "Expulsion" is the denial of school attendance for a specified minimum period of time or for an unspecified period of time, but in no event less than one calendar year, after which time a student may be readmitted only upon application and with approval by the board in accordance with Policy JDG, Readmission and Denial of Readmission.
2. "Limited expulsion" is the denial of school attendance for the remainder of the school year. A principal may recommend a limited expulsion when a student who has been suspended 3 times during the same school year commits a fourth offense or in circumstances otherwise proper for such action. The student may be readmitted the following school year only upon application and with approval by the board in accordance with Policy JDG.

As provided under 37-23-135, "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."

When a student is expelled, the parent, legal guardians or custodians must be notified immediately on a form provided by the superintendent for such purpose. When a student is expelled for the commission of a crime or other unlawful activity or violent act, the reporting requirements of Policies JCBF and JCBF-P are applicable.

The superintendent or his designee shall report all expulsions to the school attendance officer when they occur.

Any student who has been expelled, for whatever reason, must apply to the board for readmission to the regular school program in accordance with Policy JDG, Readmission and Denial of Readmission.

For any suspension of more than ten (10) days or expulsions, a student shall have the right to a due process hearing, be represented by legal counsel, to present evidence and cross-examine witnesses presented by the district. The student and the student's parent, legal guardian or person in custody of the student may appeal suspension of more than ten (10) days and expulsions to the school board. The standard of proof in all disciplinary proceedings shall be substantial evidence.

The parent or guardian of the child shall be advised of this right to a hearing by the appropriate superintendent or principal and the proper form shall be provided for requesting such a hearing. ' 37-9-71

All expulsions shall be handled in accordance with the procedures in JCAA, Due Process.

## **IN-SCHOOL SUSPENSION**

Students may be assigned during the regular school day for a specified period of time to in-school suspension. Failure to comply with in-school procedures will result in additional disciplinary action.

## **SUSPENSION**

When unacceptable behavior cannot be corrected by the resources of the teacher or school administration, the board hereby authorizes the school principal or his designee to suspend any student for violation of any



published rule or regulation or for any other act of misconduct or insubordination as a final effort to influence the student's future behavior.

"Suspension" is the denial of the privilege of attending school in the district imposed after due process upon any student of the district at the direction of the principal of the school in which the student is enrolled. A suspended student may return to school following the expiration of the suspension period without application for readmission but may be required to be accompanied, on return to school, by a parent, legal guardian or custodian.

A "suspension" includes the denial of the privilege of participating in or attending any school-related activity for the period of the suspension. Further, suspended students shall not trespass upon any other school campus or enter into any other school building except for a pre-arranged conference with a principal.

In all cases of suspension, the parent, legal guardian, or custodian shall be notified in writing within 24 hours of such suspension giving the reason. If a student is to be sent home during normal school hours, a parent or guardian shall be notified before the student is dismissed. No student shall be sent home during normal school hours unless a parent, guardian, or custodian has first been notified. The bus driver will be notified immediately.

As provided under 37-23-135, "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."

For any suspension of more than ten (10) days or expulsions, a student shall have the right to a due process hearing, be represented by legal counsel, to present evidence and cross-examine witnesses presented by the district. The student and the student's parent, legal guardian or person in custody of the student may appeal suspension of more than ten (10) days and expulsions to the school board. The standard of proof in all disciplinary proceedings shall be substantial evidence.

The parent or guardian of the child shall be advised of this right to a hearing by the appropriate superintendent or principal and the proper form shall be provided for requesting such a hearing. ' 37-9-71

All suspensions shall be handled in accordance with the procedures in JCAA – Due Process.

## **Denial of Titles/Privileges/Participation in Extracurricular Activities**

Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

### Extracurricular Activities Participation

A student who is enrolled in any grade higher than Grade 6 in a school district in this state must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below a 2.0 on a 4.0 scale. The suspension from participation in extracurricular or athletic activities may not be removed until the student's cumulative grade point average in a succeeding semester is 2.0 or higher on a 4.0 scale. A student with a cumulative grade point average below a 2.0 on a 4.0 scale at the semester of an academic school year shall be suspended from participation in extracurricular or athletic activities in the succeeding academic school year until the student's cumulative grade point average is 2.0 or higher on a 4.0 scale.

Students must attend school using the face to face learning option to be eligible to participate in extracurricular activities.

Students will not be allowed to attend extracurricular activities if they are serving a suspension or if they are currently enrolled in the Alternative School.

"Extracurricular" is defined as, organization-sponsored student activities which require administrative provision and student involvement outside the time allocation for instruction. This would specifically apply to organized practice or competition which requires additional inputs of students' time outside the normal school day. Extracurricular activities will be those activities presently governed by the Mississippi High School Activities Association.

## **Denial of Titles/Privileges/Participation in Graduation Ceremony**

To be eligible for participation in the Kemper County High School graduation ceremony, seniors may have no more than 5 unexcused days absent during a ½ Carnegie unit course (semester course) and no more than 10 unexcused days during a 1 Carnegie unit course (full-year course). Students must be in attendance 63 percent of the instructional school day in order to be counted present. Prior to the graduation ceremony, students who exceed these limits will be notified by the attendance committee and be offered the opportunity to request an attendance hearing.

## **SCHOOL SAFETY ACT OF 2001**

The School Safety Act of 2001 provides a procedure for disciplining students whose behavior, as determined by the principal or designated administrator of each school, seriously interferes with the school environment as defined by the Act. These provisions of the School Safety Act of 2001 are cumulative and in addition to existing school district discipline procedures.

The teacher is the authority in the classroom and, as such, is charged with classroom management. The administration will continue to support the teacher in decisions made in compliance with the written discipline code of conduct, school policies and procedures.

"Disruptive Behavior" means conduct of a student that is so unruly, disruptive or abusive that it seriously interferes with a school teacher's or school administrator's ability to communicate with the students in a classroom, with a student's ability to learn, or with the operation of a school or a school-related activity, and which is not covered by other laws related to violence or possession of weapons or controlled substances on school property, school vehicles or at school-related activities. Such behaviors include, but are not limited to: foul, profane, obscene, threatening, defiant or abusive language or action toward teachers or other school employees; defiance, ridicule or verbal attack of a teacher; and willful, deliberate and overt acts of disobedience of the directions of a teacher.

"Habitually disruptive" refers to such actions of a student which cause disruption in a classroom, on school property or vehicles or at a school-related activity on more than two (2) occasions during a school year, and to disruptive behavior that was initiated, willful and overt on the part of the student and which required the attention of school personnel to deal with the disruption.

Should a student be removed from the classroom by a teacher because a teacher, in his or her professional judgment, has determined that the student is disrupting the learning environment under this Act, the teacher should describe the student's behavior in the information provided to the principal or assistant principal. If the principal or assistant principal disagrees with the teacher's decision to remove the student, the principal may return the student to the classroom. The teacher may request that the principal or assistant principal provide justification for returning the student to the classroom. A student does not have to be engaged in disruptive behavior as defined by Mississippi Code Annotated ' 37-11-54 (or the Act) to be removed from the classroom. A student may be removed from the classroom for other qualifying behavior under the school district's discipline plan.

Should the principal or assistant principal determine that the student's conduct does rise to the level of "disruptive behavior" required in the Act or in accordance with existing procedures addressing the removal of the students from class, the parent/guardian will be contacted and a conference held with the parent/guardian by the most effective and/or efficient means available, including but not limited to, telephone, e-mail, written notice via mail or delivery. After the conference and application of the appropriate discipline under the school discipline plan, the student may return to class.

After the second incident of disruptive behavior as determined by the principal or assistant principal, the principal or assistant principal, the student's parent or guardian and the reporting teacher or teachers shall develop a behavior modification plan. The conference to develop the plan may be held in person or via telephone. If the parent/guardian does not respond or refuses to participate, the teacher(s) and the principal or assistant principal shall prepare the plan and mail a copy to the parent/guardian.

Once determination has been made by the principal or assistant principal that the student has not complied with the behavior modification plan, the principal or assistant principal shall follow the procedure for disciplining the student according to the student code of conduct and discipline plan, which may include expulsion or alternative school for applicable offenses. The Act limits the expulsion remedy to students age 13 and above. However, under board policy and other discipline procedures, expulsion may also apply to students under age 13.

If a student under age 13 has two instances of behavior that the principal or assistant principal classifies as "disruptive behavior," the District will appoint trained personnel to evaluate the child's behavior through an appropriate behavioral assessment. The assessment will not be one such that it is in conflict with federal laws requiring parental notification of certain types of evaluations.

Any discipline, including expulsion, for "habitually disruptive" behavior under the Act, must follow existing procedures to ensure that the student is afforded his / her due process protections. (Section 37-11-55 (b))

## **ENROLLMENT OF PUPILS SUSPENDED OR EXPELLED FROM OTHER SCHOOL SYSTEMS**

Schools in the Kemper County Public School System shall not enroll pupils from other school system while said pupils are under suspension or after they have been expelled. However, once suspension is completed and they are bona fide residents of Kemper County, they may then enroll.

## **SCHOOL BUS INTERFERENCE**

It is unlawful for any individual, other than a student scheduled to be a passenger upon a particular bus, a member of the public school administration or faculty, or law enforcement official, to interfere in any way with the operation of a school bus. State law prohibits unauthorized boarding of school buses or interference with passengers boarding or leaving under penalties of fine and/or imprisonment.

## **DUE PROCESS**

A student who has been suspended for more than ten (10) days or expelled has the right to a due process. All aspects, circumstances and records of the student's case shall be confidential and available only to authorized school officials dealing directly with the student or to the student's parents, legal guardians or attorneys for the student or for the Board. The following procedures provide notice and opportunity to be heard in such matters.

The student and the student's parent, legal guardian or person in custody of the student may appeal suspension of more than ten (10) days and expulsions to the school board. The standard of proof in all disciplinary proceedings shall be substantial evidence.

The parent or guardian of the child shall be advised of this right to a hearing by the appropriate superintendent or principal on the proper form shall be provided for requesting such a hearing. All consideration of student disciplinary actions shall be conducted in accordance with standard board procedure. The standard of proof in all disciplinary proceedings shall be substantial evidence. All decisions by the board shall be final.

#### STEP ONE: INITIAL INFORMAL HEARING

Applies to:        Suspensions of 10 days or less  
                      Suspensions of 11 days or more  
                      Recommendations of Expulsions  
                      Denials of admission

- A. An initial informal hearing is required in each case where disciplinary action may be taken against a student and where an expelled student makes application of readmission following the conclusion of the expulsion period. After an initial investigation appropriate under the circumstances, the principal, superintendent or designee shall:
1. Advise the student of the charges against him or reasons for nonadmission;
  2. Afford the student a full opportunity to respond; and
  3. If the student denies the charges or contests the reasons for nonadmission, explain the evidence in support thereof.
- B. After the informal hearing, the principal may take the following actions:
1. **SUSPENSION OF 10 DAYS OR LESS:** The principal may issue to the student and legal guardian a notice of suspension not longer than 10 consecutive school days. The suspension is effective immediately and no further due process is required.
  2. **IMMEDIATE REMOVAL:** The principal may immediately dismiss the student from school for the day when such is necessary to restore order, to protect the safety of the student or others and/or to resume normal school functions but when an immediate suspension is not or may not be appropriate. A student sent home under these circumstances shall be instructed to return the following day with his legal guardian. Should the student not return as instructed, the principal shall mail a "Notice of Suspension" for 10 days or less, as appropriate.
  3. **IMMEDIATE SUSPENSION AND RECOMMENDATION OF EXPULSION:** The principal or superintendent shall immediately suspend a student for 10 days or less and recommend expulsion when there is reason to believe that the student committed an unlawful or violent act, as defined or otherwise provided by District policy. The suspension shall be effective immediately, pending conclusion of due process on the recommendation of expulsion.
  4. **IMMEDIATE SUSPENSION AND RECOMMENDATION OF SUSPENSION OF 11 DAYS OR MORE/EXPULSION:** The principal or the superintendent may immediately suspend a student for 10 days or less and recommend a suspension of 11 days or more or expulsion, as appropriate under the circumstances. The suspension shall be effective immediately, pending the conclusion of due process on the recommendation of long-term suspension or expulsion.
  5. **DENIAL OF ADMISSION:** The principal or superintendent may recommend a denial of admission which shall be effective immediately, pending the conclusion of due process.

## STEP TWO: APPEAL

Applies to:       Suspensions of 11 days or more  
                      Expulsions  
                      Denials of admission

If after the initial hearing the principal or superintendent determines that a recommendation of suspension for 11 days or more, expulsion or other denial of admission is the appropriate disciplinary action:

1. The principal or superintendent shall give the student a written "Notice of Suspension and Recommendation of Expulsion/Nonadmission and Statement of Rights" in a form provided by the superintendent for such purposes.
2. The notice shall contain a statement of the charges/reasons, advise the student of his rights to legal counsel, to present witnesses, evidence, and to cross-examine witnesses presented against him by the district and state the date, time and place for hearing. A copy of the notice will be hand-delivered to the student when possible and the original hand-delivered or mailed to the legal guardian.
3. A hearing before the School Appeals Committee shall automatically be scheduled no later than the tenth school day following the date of notice.
4. Pending the outcome of the hearing before the School Appeals Committee.
  - a. The student may be offered temporary placement in the alternative school program when the counselor verifies the student's suitability for such program and, in such case, the hearing before the School Appeals Committee held at any appropriate time without application of the 10-day limitation. However, the District may not offer temporary placement when the offense upon which the action is based is gang or group-related fighting, violation of prohibitions against weapons or controlled substances, assault of a staff member or other unlawful or violent act.
  - b. The student may be allowed to remain in school if the principal or, in the case of nonadmission, the superintendent determines that his continued presence is not detrimental to the normal functioning of the school program and, in such case, the hearing before the School Appeals Committee may be held at any appropriate time without application of the 10-day limitation.
  - c. The hearing will be before the School Appeals Committee:
    - i. The Committee shall be composed of three or more certified employees.
    - ii. The superintendent's designee will serve as the investigator, convener and administrative officer of the Committee but shall not vote.
  - d. The Committee shall hear and consider all cases presented and is authorized to:
    - i. To concur or not concur in the suspension, expulsion or nonadmission recommendation;
    - ii. To confirm or specify the duration of a suspension of eleven days or more, to remove the suspension or expulsion or to recommend admission; and
    - iii. Subject to review and approval of the superintendent, to recommend limited or unlimited expulsion or non-admission to the board.
    - iv. The Committee shall prepare a written summary of each case.
  - e. All expulsion and nonadmission recommendations shall be subject to review by the

superintendent and by the board.

- f. After completing this appeal step, a parent, legal guardian or custodian aggrieved by a decision to suspend his child may request review of the decision by the board. A request for review must be submitted to the board within 2 days after receiving a decision at this appeal step.

**[OPTIONAL] STEP THREE: REVIEW BY THE SUPERINTENDENT**

Applies to:       Expulsions  
                      Denials of admission

The superintendent shall review all recommendations by the School Appeals Committee for expulsions or denials of admission:

- If the superintendent concurs in the decision of the Committee, he shall submit the recommendation to the Board for final action.
- 2. If the superintendent does not concur in the decision of the Committee he may remove expulsion, assign an appropriate duration of suspension or recommend expulsion or, in the case of other denial of admission, recommend admission.
- 3. All recommendations by the superintendent of expulsions or denials of admission shall be subject to review by the board.

**STEP FOUR: REVIEW BY THE BOARD**

Applies to:       Suspensions (only upon request by parents)  
                      Expulsions  
                      Denials of admission

The board shall, at its next regular or special meeting following the recommendation, review and take final action on all recommendations for expulsions, denial of admission and any requests for review of suspensions.

NOTE: For any suspension of more than ten (10) days or expulsions, a student shall have the right to a due process hearing, be represented by legal counsel, to present evidence and cross-examine witnesses presented by the district. The student and the student's parent, legal guardian or person in custody of the student may appeal suspension of more than ten (10) days and expulsions to the school board. The standard of proof in all disciplinary proceedings shall be substantial evidence (Section 37-9-71 MS Code of 1972 Amended – 2017 Legislative Session)

**DISCIPLINE LADDER**

The assertive discipline program, which will govern student behavior, includes the following list of disruptions of the instructional program together with the consequences that will follow. The student who engages in the type of misbehavior listed under disruptions will be placed on the appropriate step in the discipline ladder, with the consequences clearly listed.

<b>DISRUPTIONS</b>	<b>CONSEQUENCES</b>
1. Open defiance	1. Step 2-5
2. Profanity or vulgarity (to include acts, gestures, or symbols directed at another person)	2. Step 1-4
3. Possession of tobacco or tobacco-related products at school	3. Step 2-4
4. Smoking at or in the immediate vicinity of the school	4. Step 2-4

* 5. Use, sale, or possession of drugs or alcohol at or near school	5. Step 5-6
* 6. Defacing or otherwise injuring property that belongs to the school district	6. Step 1-6 (to include restitution)
* 7. Fighting at school, on the way to or from school, or at school activities	7. Step 3-6
* 8. Use or possession of dangerous objects	8. Step 4-6
9. Use or possession of fireworks	9. Step 2-5
10. Improper behavior in the cafeteria or on campus	10. Step 2-5
11. Improper behavior at assemblies or other school activities	11. Step 2-5
*12. Stealing	12. Step 2-5 (to include restitution)
13. Cutting classes	13. Step 2-4
14. Tardy to class or homeroom	14. Step 2-4
15. Leaving campus without authorization	15. Step 2-4
16. Gambling or possession of gambling devices	16. Step 2-5
17. Harassment, intimidation, or threatening of other students	17. Step 2-6
18. Refusal to identify oneself properly when requested	18. Step 2-5
19. Disobeying dress code	19. Step 1-6
20. Continuous disobedience	20. Step 2-5
*21. Other misbehavior as determined by administration	21. Step 2-5
22. Possession of pornographic material	22. Step 3-6
*23. Indecent exposure	23. Step 2-6
24. Public displays/inappropriate actions	24. Step 2-6
25. Possession of electronic devices (cellular phones, ear bud, headphones, etc.)	25. Step 1-5
26. Provoking or instigating a fight or disturbance	26. Step 3-6
27. Truancy	27. Step 2-4
*28. Bullying	28. Step 3-6
*29. Threatening a school shooting verbally, written, or via social media	29. Step 4-6

**\*NOTE: Some severe disruptions may violate state laws. At any time, student behavior violates state laws; the student will be referred to law enforcement officials.**

Step 1	<ol style="list-style-type: none"> <li>1. Contact parent or legal guardian</li> <li>2. Student conference/reprimand</li> <li>3. Removal from ladder if not referred to office for ten school days from the date of entry onto this step</li> </ol>
Step 2	<ol style="list-style-type: none"> <li>1. Contact parent or legal guardian</li> <li>2. After-school detention, corporal punishment, or parent care (level one)</li> <li>3. One day in-school suspension (level two)</li> <li>4. Removal from ladder if not referred to the office for twenty school days from date of entry onto this step</li> </ol>
Step 3	<ol style="list-style-type: none"> <li>1. Contact parent or legal guardian (may require personal visit with building administrator)</li> <li>2. Suspension, one to three days</li> <li>3. Loss of all privileges during time of suspension</li> <li>4. Removal from the ladder if not referred to office for thirty days from date of return to school after suspension</li> </ol>
Step 4	<ol style="list-style-type: none"> <li>1. Contact parent of legal guardian (personal visit with building administrator)</li> <li>2. Suspension, one to five days</li> <li>3. Loss of all privileges during the time of suspension</li> </ol>

	4. Removal from the ladder if not referred to office for forty-five days after return to school
Step 5	<ol style="list-style-type: none"> <li>1. Contact parent or legal guardian (personal visit with building administrator)</li> <li>2. Suspension, three to ten days</li> <li>3. Referral to Discipline Committee</li> <li>4. Removal from ladder if not referred to office for forty-five days after return to school</li> <li>5. Loss of privileges during the time of suspension</li> <li>6. Parent may be required to attend class with student</li> <li>7. Removal from ladder if not referred to office for forty-five days after return to school</li> </ol>
Sep 6	<ol style="list-style-type: none"> <li>1. Recommendation for expulsion or Alternative Education</li> <li>2. A student may be recommended for expulsion at any time if the administrator feels that the student's actions warrant such recommendation</li> </ol>

- A. Incentive is provided for the student to improve his/her behavior through provisions of a probationary period that allows a student to remove himself/herself from the discipline ladder by improved conduct.
- B. A parent/guardian conference with an administrator may be required before a student can return to school after a suspension (Step 3, 4, or 5).
- C. A student may enter the Discipline Ladder at any step, depending upon the nature of the offense.
- D. A student may be moved beyond Step 4 at the discretion of the administrator.
- E. Failure to complete the punishment as designated will result in escalation to the next step in the ladder.
- F. Return to the office during the probationary period prescribed in the Discipline Step will result in escalation to the next step.
- G. Loss of privileges means that during the time stated the student cannot participate in assemblies or any school function designated as an extra activity including athletic events, dances, plays, extra-curricular programs, field trips, school-sponsored activities, etc.

### **Elementary School Detention**

Students will be referred to the in-school detention at the discretion of the administrator.

### **High School Detention**

Students will be given a minimum of one day's notice prior to after-school detention. Failure to report for detention as scheduled will result in additional disciplinary action.

### **Bullying**

### **BULLYING OR HARASSING BEHAVIOR**

JDDA

The Board of Trustees of the Kemper County School District prohibits bullying or harassing behavior of students, school employees, or volunteers. (HB 263- A) The Kemper County School District will make every reasonable effort to ensure that no person or school employee is subjected to bullying or harassing



behavior by other students or other school employees.

#### **I. Definitions**

Bullying or harassing behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that:

(a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or

(b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's education, including but not limited to educational performance, opportunities, or benefits.

A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

The above conduct constitutes bullying if that conduct interferes with a student's education or substantially disrupts the operation of a school. (HB 263 - 6)

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

The District encourages anyone who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior to report the incident to the appropriate school official. Retaliation or reprisal against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying or harassing behavior, is prohibited. (HB 263 - B)

The Kemper County School District recognizes the fundamental right of every student to take "reasonable actions" as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing.

"Reasonable action" includes, but is not limited to, promptly reporting the bullying or harassing behavior to a teacher, principal, counselor, or other school employee.

These procedures shall be appropriately placed in District personnel policy handbooks, school handbooks that include discipline policies and procedures, and any other policy or procedure that deals with student or employee behavior.

The School Board directs the superintendent or designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors.

Legal Reference: MS Code of 1972 37-11-67 and 37-11-69

STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR - PROCEDURES

I. Procedures for Reporting a Complaint

- A. Any student, school employee, or volunteer who feels he/she has been a victim of bullying or harassing behavior, or has witnessed or who has reliable information that a student, school employee, or volunteer has been subject to bullying or harassing behavior shall report such
- B. conduct to a teacher, principal, counselor, or other school official. The report shall be made promptly, but no later than five (5) calendar days after the alleged act or acts occurred. (HB 263-D)
- C. The school official shall complete a "Bullying/Harassing Behavior" complaint form which shall include the name of the reporting person, the specific nature and date of the misconduct, the name(s) of the victim(s) of the misconduct, the name(s) of any witness(es) and any other information that would assist in the investigation of the complaint. The report shall be given promptly to the principal or superintendent who shall institute an immediate investigation. Complaints against the principal shall be made to the superintendent, and complaints against the superintendent shall be made to the Board chairman. The complaint shall be investigated promptly. (HB 263-F)
- D. Parents or guardians will be notified of the nature of any complaint involving their student. The District official will arrange such meetings as may be necessary with all concerned parties within five (5) working days after initial receipt of the complaint by the District. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The District official conducting the investigation shall notify the victim and parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined. (HB 263 - C)
- E. If the victim is not satisfied with the decision of the District official, he/she may submit a written appeal to the superintendent. Such appeal shall be filed within ten (10) working days after receipt of the results of the initial decision. The superintendent will arrange such meetings with the victim and other affected parties as deemed necessary to discuss the appeal. The superintendent shall provide a written decision to the victim's appeal within ten (10) working days.
- F. If the victim is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board. Such appeal shall be filed within ten (10) working days after receipt of the decision of the superintendent. The Board shall, within twenty (20) working days, allow the victim and parents as appropriate to appear before the Board to present reasons for dissatisfaction with the decision of the superintendent. The Board shall provide a written decision within ten (10) working days following the victim's appearance before the Board.
- G. If, after an investigation, a student is found to be a victim of bullying, such student shall not face disciplinary action on the basis of that student's use of "reasonable self-defense was in response to the bullying." (HB 263-G & 2).
- H. If the victim of bullying is a student with disabilities, disciplinary action for the offender shall comply with the requirements of federal law including the Individuals with Disabilities Education Act (20 USCS Section 1400 et seq.) (HB 263-H)

The school district shall maintain and make available a list of counseling services to any student who is a victim of or a witness to bullying, or who engages in bullying. The following list of the types of counseling

and support services are available to any victim of or a witness to bullying. This list is presented as a guide that by no means limits this school district from including other additional support services. (HB 263-E)

- *School/District Counseling*
- *Conflict resolution training*
- *Anger Management training*
- *Problem solving skills training (proactive, constructive, relationship-building)*
- *Social skills training*

*Support may be provided by the school district through the assistance of the any of the following agencies:*

- *Mississippi Department of Education*
- *Mississippi Department of Health*
- *Mississippi Department of Human Services - Juvenile Services Department*
- *Community/Family Public or private community-based mental health services*
- *Faith-based services*
- *Law enforcement agencies*

The procedures for reporting bullying shall also be posted on the district website. (HB 263-3)

Legal Reference: MS Code of 1972 37-11-67 and 37-11-69

## GENERAL INFORMATION

### ADMINISTERING MEDICINE

#### MEDICATION POLICY

1. Administration of medication is foremost the responsibility of the parent/guardian. All medications that can be given outside of school hours without serious effects must be given before or after school.
2. Medications will only be administered if:
  - a. A physician's order (a prescription label is considered an order) and a medical authorization form signed by both a parent/guardian and a physician is received at school including the child's name, name of medication needed, and time of administration.
  - b. Prescription medication must be supplied in the bottle dispensed by the pharmacy with the following on the label before the school can accept it: child's name, name of medication, how often the medication is to be given, the dosage, and the date of expiration. Non-prescription medication must be in the original package and it is up to the school principal if it can be given with parent consent only or parent consent plus a physician signature. Over the counter medication will be administered per standing orders of the Kemper County School District pending availability of medicine.
  - c. All medication bottles or prescriptions should be current and no more than 30 days from last date of refill.
3. Medications will not be accepted in household containers, envelopes, baggies, etc.
4. The first dose of any medication should be given at home in case there is an allergic reaction.
5. Medications are to be stored in a locked cabinet in a secure location. Medications requiring refrigeration will be stored in a refrigerator in a secured area (medication and food must be stored separately).
6. No medication will be administered without written parental/guardian consent. The schools will provide the parents/guardians with the necessary medication authorization forms and it is the parent's/guardian's responsibility to complete the form and return it to the school. The forms must be updated every school year and anytime there is a medication or dosage change. NO CHANGES IN THE ADMINISTRATION OF THE MEDICINE WILL BE MADE UNTIL THE FORM IS SUBMITTED to the designated staff member in the school. If there is a change in the dosage of medication, the parent/guardian will have to also supply the school with a new doctor's order indicating the change.
7. The designated staff member will maintain a daily log of medications administered to each individual student and will maintain these records in a secure location with the medication. The log should contain the student's name, date, medication given, time it was given, and the initials of the person who gave the medication along with a signature. If a medication dose is missed, the

designated staff member is to document this on the daily log along with the reason why the medication was missed and notify the appropriate personnel. The school should keep medication logs on file for at least five (5) years.

8. Students that have asthma are allowed to keep their inhaler with them as long as they have an asthma medication permission form signed by their doctor and on file with the school. These forms are provided by the schools and should be updated every year.
9. Diabetic students should supply a diabetic care plan from their doctor to the school. Diabetic supplies are to be accessible to the student at all times. It is at the principal's (or principal designee's) discretion as to where medication and supplies are to be stored.
10. Epipens are for severe allergic reactions. An Epipen care plan should be sent to the parent/guardian for them to get their doctor to complete and send back to the school. The Epipen should be stored as close to the student as possible, since it is for emergency use. Individual consideration will be given by the principal or principal designee to determine if the student is able to carry their own medication and properly self-administer or if a designated staff member needs to keep and administer the medication. The Kemper County School Board of Trustees authorizes the school nurse or trained school employee to administer auto-injectable epinephrine to a student who the school nurse or trained school employee, in good faith, believes is having an anaphylaxis reaction, whether or not the student has a prescription for epinephrine.
11. Emergency medications should be taken on field trips (eg. asthma inhalers, Epipens, diabetic supplies). Only designated personnel trained to assist in administering medication will be responsible for medication.
12. The proper disposal of unused medications is important and it is the responsibility of the parent/guardian to obtain all unused medication from the school when the medication is discontinued, the school year ends, or the student transfers to another district or school. The unused medication needs to be picked up by the parent/guardian within thirty (30) days or it will be disposed of by a designated person at the school with a witness present. The medication disposal should be documented on the medication log and signed by both employees.
13. **Schools will not provide medications to students.**
14. **Prescription drugs must be brought to the school by a responsible adult.** A medication receiving form must be signed by the person bringing in the medication and an authorized staff member indicating the number of pills or amount of liquid received.
15. All prescription drugs will be counted on a regular basis by two designated staff members. It is at the principal's or his/her designee's discretion as to how often this is to be done.

16. Access to all stored medication will be limited to the principal or designee who will witness the administration of the medication.
17. Staff will not assume liability for students administering prescription or non-prescription medication.

School personnel will not administer prescription medicine to a student unless the student's physician authorizes school personnel to administer the medicine and the parents/guardians have signed an indemnification agreement which release the school district and its employees from liability.

## **Student self-administered asthma medication**

### **Self- Administration of Medication of Asthma/ Anaphylaxis Medications**

Every child who has been diagnosed with asthma must have an asthma action plan on file in the school office.

The school board of this public school district permits the self-administration of asthma and anaphylaxis medication pursuant to the requirements of this policy. A student with asthma and/or anaphylaxis is entitled to possess and self-administer prescription asthma and/or anaphylaxis medication while on school property, on school-provided transportation, or at a school-related event or activity if:

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 of the student provides to the school:
  - a. Written authorization, signed by the parent, 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 an injury arising from the student's self-administration of prescription asthma and/or anaphylaxis medication while on school property or at a school-related event or activity unless in cases of wanton or willful misconduct;
  - c. A written statement from the student's physician or other licensed health care provider, signed by the physician or provider, that states:
    - i. That the student has asthma and/or anaphylaxis and is capable of self-administering the prescription asthma and/or anaphylaxis medication;
    - ii. The name and purpose of the medication;
    - iii. The prescribed dosage for the medication;

- iv. The times at which or circumstances under which the medication may be administered; and
  - v. The period for which the medication is prescribed.
  - vi. 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 authorizes the school nurse or trained school employee to administer auto-injectable epinephrine to a 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.

### **Definitions:**

1. "Parent" means parent or legal guardian.
2. "Auto-injectable epinephrine" means a medical device for the immediate administration of epinephrine to a person at risk for anaphylaxis.
3. "Asthma and anaphylaxis medication" means inhaled bronchodilator and auto-injectable epinephrine.
4. "Self-administration of prescription asthma and/or anaphylaxis medication" means a student's discretionary use of prescription asthma and/or anaphylaxis medication.

Each public, private and parochial school may maintain a supply of auto-injectable epinephrine at the school in a locked, secure, and easily accessible location. A licensed physician, including, but not limited to, Mississippi State Department of Health District Health Officers, may prescribe epinephrine auto-injectors in the name of the school system or the individual school to be maintained for use when deemed necessary under the provisions of this section.

Each public, private and parochial school that maintains a supply of auto-injectable epinephrine at the school shall require at least one (1) employee at each school to receive training from a registered nurse or a licensed medical physician in the administration of auto-injectable epinephrine.

## **ADVERTISING IN THE SCHOOLS**

No advertising of commercial products, services or religious beliefs shall be permitted in school buildings or on school grounds or properties. This policy does not prevent advertising in student publications, which are published by student organizations, subject to administration control, nor the use of commercially-sponsored free teaching aids if the content is approved by the administration. Solicitation of sales or use of the name of the school system to promote any product or religious belief shall not be permitted.

## **ADVERTISEMENTS AND POSTERS**

Public: Such practices as allowing advertising and posters should be avoided as often as possible. Under no conditions may public advertisements with profit motives be condoned without explicit permission from

the Superintendent of Schools. Any public advertisement may be announced or posted in the school only after permission from the Superintendent of Schools has been granted.

Pupils: Pupil advertisements, posters, and handouts before released, revealed, or given to pupils must be cleared through the principal's office.

## **AUTHORITY FOR EMERGENCY CLOSINGS**

This school board recognizes and accepts its duty and authority to maintain and operate all the schools under its control for such length of time during the year as may be required. 37-7-301. Upon application from the school board, the superintendent of schools may close any school because of an epidemic prevailing in the school district or because of the death, resignation, sickness or dismissal of a teacher or teachers or because of any other emergency necessitating the closing of the school. The superintendent is hereby authorized to declare an emergency and to close schools and district offices or dismiss them early in event of natural disaster, inclement weather or other emergencies which threaten the safety, health, or welfare, of students or staff members.

The superintendent will take such action only after consultation with transportation, emergency management, and weather authorities or other agencies as necessitated by the circumstances. The superintendent shall notify the school board of the decision to close the schools. However, all such schools so closed shall operate for the required full time after being reopened during the scholastic year, unless the school board of the local school district submits a plan to alter the school term that is approved by the State Board of Education under the authority of Section 37-13-63 (2) and 37-13-65 (AFC).

## **SCHOOL ATTENDANCE AND ABSENCES**

### **ATTENDANCE, TARDINESS AND EXCUSES**

Good attendance with a minimum of tardiness and absenteeism is essential if students are to gain maximum benefit from the instructional program and attain high academic achievement. This school board directs the superintendent to develop administrative rules governing tardiness and absences (excused and non-excused). Such rules shall be based on the "Mississippi Compulsory School Attendance Law" (MS Code ' 37-13-91) and shall include (but not necessarily be limited to) expectations for good student attendance, parent responsibility, absentee limits, excused and unexcused absences, and tardiness.

The rules shall specify that no absence will be excused when it is due to suspension, expulsion or other disciplinary action [see MS Code ' 37-13-91 (4)]. The district requires suspended students who are not immediately placed in an alternative school program to make up work within specified deadlines. The Kemper County Board of Education stresses success for all students, the district will afford the child procedural due process in the event that legal, excused absences or absences as result of disciplinary suspensions occur. (Attorney General Opinion, *Carter*, 1-9-98) (#183) (97-0817)

Standards 10 and 11 are as follows:

10. The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law.
11. The school district shall develop and implement a program designed to keep students in school and to lower student dropout rates.



## **Mississippi Compulsory Attendance Law (MS Code § 37-13-91)**

If a compulsory school-age child has not been enrolled in a school within fifteen (15) calendar days after the first day of the school year of which such child is eligible to attend or if a compulsory school-age child has accumulated five (5) unexcused absences during the school year, the principal or superintendent will report such absences to the school attendance officer.

The parent(s)/guardian(s) of a compulsory school-age student who has not been enrolled in school within fifteen (15) calendar days after the first day of the school year of the public school that such is eligible to attend or parent(s)/guardian(s) of a compulsory age student who has accumulated twelve (12) unexcused absences during the school year are subject to prosecution.

### **Kemper County School District Attendance Policy**

The Kemper County School District supports the philosophy that the instructional program is the vital part of formal education. Experience has shown that a high quality of work is virtually impossible with irregular attendance. Thus, students are expected to attend school all times when school is in session.

The Board of Education of the Kemper County School District classifies all absences in all schools as unexcused except for the following reasons: (Satisfactory evidence of the excuse must be provided to the Superintendent of the school district or his/her designee).

- Attendance at authorized school activities such as official organized events sponsored by the 4-H;
- Future Farmers of America, junior livestock shows, rodeo events, official employment as a page at the state capitol, subject-matter field trips, athletic contests, student conventions, musical festivals or contests, and any similar activity with the prior approval of the superintendent of the school district, or his/her designee;
- Illness or injury which prevents the students from being physically able to attend school;
- Isolations ordered by the county health officer, by the State Board of Health, or appropriate school official;
- Death or serious illness of a member of the immediate family (defined as children, spouse, parents, grandparents, brothers, sisters, including stepbrothers and stepsisters);
- Medical or dental appointments;
- Required appearances in court or an administrative tribunal if child is a party to the action or under subpoena as a witness;
- Observance of religious events (absences must be approved by Superintendent of Education or his/her designee);
- Valid educational opportunities such as travel, including vacations or other family travel approved by the Superintendent of Education or his/her designee prior to absence; and
- Other absences where conditions are sufficient to warrant the compulsory-school-age child's nonattendance approved by the Superintendent or his/her designee.

## Kemper County Lower Elementary

If a compulsory-school-age child enrolled at Kemper County Lower Elementary has an unexcused absence that is more than thirty-seven percent (37%) of the instructional day, the child will be considered absent the entire school day.

### Definition of Instructional Day

The regular instructional day at Kemper County Lower Elementary consists of a minimum of 350 minutes of instruction per day. School starts at 7:15 a.m. The instructional day begins at 7:45 a.m. and ends at 2:30 p.m. The lunch period is not considered part of the instructional day. **If a student misses 130 minutes or more of the regular instructional day, he/she will be marked absent for the entire day.**

The instructional day for a 60% day consists of a minimum of 225 minutes of instruction per day. School starts at 7:15 a.m. The instructional day begins at 7:45 a.m. and ends at 12:30 p.m. The lunch period is not considered part of the instructional day. **If a student misses 83 minutes or more of the 60% instructional day, he/she will be marked absent for the entire day.**

### Process for Calculating Instructional Day Minutes

Regular Instructional Day Minutes = 350  
63% of Regular Instructional Day Minutes = 221

Sixty Percent (60%) Instructional Day Minutes = 225  
63% of 60% Instructional Day Minutes = 142

Attendance shall be taken during homeroom or first period. A check in and check out log will be maintained in the school office indicating the time in and out for each day students are checked out by the parent, legal guardian, or person authorized to pick them up.

At the end of each instructional day, the attendance clerk or other principal designee shall reconcile the attendance of each student to be sure that accurate records are recorded in the student database for the instructional day attendance.

## Kemper County Upper Elementary

If a compulsory-school-age child enrolled at Kemper County Upper Elementary has an unexcused absence that is more than thirty-seven percent (37%) of the instructional day, the child will be considered absent the entire school day.

### Definition of Instructional Day

The regular instructional day at Kemper County Upper Elementary consists of a minimum of 350 minutes of instruction per day. School starts at 7:15 a.m. The instructional day begins at 7:45 a.m. and ends at 2:30 p.m. The lunch period is not considered part of the instructional day. **If a student misses 130 minutes or more of the regular instructional day, he/she will be marked absent for the entire day.**

The instructional day for a 60% day consists of a minimum of 225 minutes of instruction per day. School starts at 7:15 a.m. The instructional day begins at 7:45 a.m. and ends at 12:30 p.m. The lunch period is not considered part of the instructional day. **If a student misses 83 minutes or more of the 60% instructional day, he/she will be marked absent for the entire day.**

### **Process for Calculating Instructional Day Minutes**

Regular Instructional Day Minutes = 350

63% of Regular Instructional Day Minutes = 221

Sixty Percent (60%) Instructional Day Minutes = 225

63% of 60% Instructional Day Minutes = 142

Attendance shall be taken during homeroom or first period. A check in and check out log will be maintained in the school office indicating the time in and out for each day students are checked out by the parent, legal guardian, or person authorized to pick them up.

At the end of each instructional day, the attendance clerk or other principal designee shall reconcile the attendance of each student to be sure that accurate records are recorded in the student database for the instructional day attendance.

### **Kemper County Middle**

If a compulsory-school-age child enrolled at Kemper County Middle has an unexcused absence that is more than thirty-seven percent (37%) of the instructional day, the child will be considered absent the entire school day.

The instructional day for all students carrying a schedule of seven classes is described below. A full schedule of seven classes is mandatory for student athletes.

### **Definition of Instructional Day**

The regular instructional day at Kemper County Middle consists of a minimum of 380 minutes of instruction per day. School starts at 7:15 a.m. The instructional day begins at 7:45 a.m. and ends at 3:15 p.m. The lunch period and time between classes are not considered part of the instructional day. **If a student misses 141 minutes or more of the regular instructional day, he/she will be marked absent for the entire day.**

The instructional day for a 60% day consists of a minimum of 300 minutes of instruction per day. School starts at 7:15 a.m. The instructional day begins at 7:45 a.m. and ends at 1:22 p.m. The lunch period and time between classes are not considered part of the instructional day. **If a student misses 102 minutes or more of the 60% instructional day, he/she will be marked absent for the entire day.**

### **Process for Calculating Instructional Day Minutes**

Regular Instructional Day Minutes = 380

63% of Regular Instructional Day Minutes = 239

Sixty Percent (60%) Instructional Day Minutes = 275

63% of 60% Instructional Day Minutes = 173

Attendance shall be taken during each class period. A check in and check out log will be maintained in the school office indicating the time in and out for each day students are checked out by the parent, legal guardian, or person authorized to pick them up.

At the end of each instructional day, the attendance clerk or other principal designee shall reconcile the attendance of each student to be sure that accurate records are recorded in the student database for the instructional day attendance.

## **Kemper County High**

If a compulsory-school-age child enrolled at Kemper County High has an unexcused absence that is more than thirty-seven percent (37%) of the instructional day, the child will be considered absent the entire school day.

The instructional day for all students and Seniors carrying a schedule of seven classes is described below. A full schedule of seven classes is mandatory for student athletes.

### **Definition of Instructional Day**

The regular instructional day at Kemper County consists of four (4) blocks with a minimum of 380 minutes of instruction per day. School starts at 7:15 a.m. The instructional day begins at 8:00 a.m. and ends at 3:15 p.m. The lunch period and time between classes are not considered part of the instructional day. **If a student misses 141 minutes or more of the regular instructional day, he/she will be marked absent for the entire day.**

The instructional day for a 60% day consists of three (3) blocks with a minimum of 280 minutes of instruction per day. School starts at 7:15 a.m. The instructional day begins at 8:00 a.m. and ends at 1:22 p.m. The lunch period and time between classes are not considered part of the instructional day. **If a student misses 104 minutes or more of the 60% instructional day, he/she will be marked absent for the entire day.**

### **Process for Calculating Instructional Day Minutes**

Regular Instructional Day Minutes = 380

63% of Regular Instructional Day Minutes = 239

Sixty Percent (60%) Instructional Day Minutes = 280

63% of 60% Instructional Day Minutes = 176

Attendance shall be taken during each class period. A check in and check out log will be maintained in the school office indicating the time in and out for each day students are checked out by the parent, legal guardian, or person authorized to pick them up.

At the end of each instructional day, the attendance clerk or other principal designee shall reconcile the attendance of each student to be sure that accurate records are recorded in the student database for the instructional day attendance.

## **Senior Sign Out/Senior and GED Option Student Instructional Day**

All seniors and or GED Option students must carry a schedule of seven classes except for those meeting the following requirements:

- Students participating in Dual Enrollment at an area community college must be enrolled prior to the beginning of the new academic school year and must have proper verification from school officials (class schedule, payment receipt, an official letter, etc.) showing dates and time of attendance.

- Students wishing to leave for work must be already employed prior to the beginning of the new academic school year and must have a letter of Work Release Form from their employer verifying their employment and the time that they are expected to report to work.
- Students participating in an approved GED Option Program may carry less than seven classes.

All other permission for early release must have approval from the administration prior to the beginning of the new academic year.

By state law all students must be enrolled at least 63% of their instructional school day, therefore, to be in compliance no student will be allowed to leave school prior to that time.

Parents of seniors who meet the aforementioned requirements must sign an early release form and provide transportation for their child. Students are not allowed to remain on campus upon signing out for the day.

Students who have been granted permission for early release must sign out and leave campus at the appointed time or be subject to disciplinary repercussions.

A full schedule consisting of seven class periods is mandatory for all student athletes.

Schedule changes will be finalized by the deadline established by administration. No other changes will be made following the said deadline.

### **Definition of Instructional Day**

The regular instructional day for Seniors and/or GED Option students described above at Kemper County High consists of three (3) blocks with a minimum of 285 minutes of instruction per day. School starts at 7:15 a.m. The instructional day begins at 8:00 a.m. and ends at 1:20 p.m. The lunch period and time between classes are not considered part of the instructional day. **If a student misses 105 minutes or more of the regular instructional day, he/she will be marked absent for the entire day.**

The instructional day for a 60% day consists of three (3) blocks with a minimum of 220 minutes of instruction per day. School starts at 7:15 a.m. The instructional day begins at 8:00 a.m. and ends at 12:00 p.m. The lunch period and time between classes are not considered part of the instructional day. **If a student misses 81 minutes or more of the 60% instructional day, he/she will be marked absent for the entire day.**

### **Process for Calculating Instructional Day Minutes**

Regular Instructional Day Minutes = 285  
63% of Regular Instructional Day Minutes = 180

Sixty Percent (60%) Instructional Day Minutes = 220  
63% of 60% Instructional Day Minutes = 139

### **Excessive Absences**

Attendance shall be taken during each class period and reported to the attendance clerk daily. When a student accumulates five (5) UNEXCUSED absences, the student will be referred to the attendance officer for further action. If a compulsory-school-age child has not been enrolled in a school within fifteen (15) calendar days after the first day of the school year of the school which the child is eligible to attend or the child has accumulated five (5) unlawful absences during the school year of the public school in which the child is enrolled, the school district superintendent shall report, within two (2) school days or within five

(5) calendar days, whichever is less, the absences to the school attendance officer. The State Department of Education shall prescribe a uniform method for schools to utilize in reporting the unlawful absences to the school attendance officer. The superintendent, or his designee, also shall report any student suspensions or student expulsions to the school attendance officer when they occur.

**The administration will only accept two (2) written letters per semester from parent or guardian.**

### **Consequences for excessive absences**

If a student accumulates twelve (12) absences in a semester, the following actions will be taken: Upon prosecution of a parent, guardian or custodian of a compulsory-school-age child for violation of this section, the presentation of evidence by the prosecutor that shows that the child has not been enrolled in school within eighteen (18) calendar days after the first day of the school year of the public school which the child is eligible to attend, or that the child has accumulated twelve (12) unlawful absences during the school year at the public school in which the child has been enrolled, shall establish a prima facie case that the child's parent, guardian or custodian is responsible for the absence and has refused or willfully failed to perform the duties imposed upon him or her under this section. However, no proceedings under this section shall be brought against a parent, guardian or custodian of a compulsory-school-age child unless the school attendance officer has contacted promptly the home of the child and has provided written notice to the parent, guardian or custodian of the requirement for the child's enrollment or attendance.

### **Make-up work**

All work that was missed as a result of an absence for which make-up work is allowed (verified excuse or official absence), and which must be performed under the supervision of the teacher, must be made up no later than ten (10) school days following the student's return to school. Make-up work must be completed at a time arranged in consultation with the teacher; no student is automatically given a ten-day period before making up work. Students who had an extended absence must begin their make-up within a ten-day period following the last day of absence. A student will receive a failing grade on classroom work not made up.

A student who is truant from class or from school will not be allowed to make up any work missed and will receive a failing grade on any graded work missed.

Suspension from school is not considered an excused absence. A student may make up any graded work missed during the time of suspension. Student absences resulting from officially approved school activities are excused. Students must make every effort to obtain assignments and arrange for make-up work and/or tests prior to an official absence.

When it becomes apparent that a student will be absent for an extended period of time (5 or more consecutive days) due to illness and/or hospitalization, the student may be classified HOMEBOUND and such absence will be excused. This classification must be verified by a doctor's statement, approved by the principal, and include a plan for helping the student to stay current in his/her class work. Homebound status does not excuse the student from making up all class work missed.

A student will not be allowed to participate in any school activity on a day he/she has failed to attend school or has been checked out of school except for a previously approved excuse to be allowed to leave early for a medical/dental appointment. With regards to checking in late, the same rule applies if the student has missed over half of his/her classes unless there are extenuating circumstances (lengthy medical/dental appointment or long distance traveled, etc.).

### **Steps to follow when absent from school**

Have a parent or guardian write a note giving name, date, day of absence, and reason for absence, and present this to the approving administrative personnel. In addition, the parent/guardian must verify the excuse by calling the school. If a note is not presented and verified by telephone, the absence will be

unexcused. Parent(s) guardian(s) must verify the excuse sometime during the same day the student returns to school. The original written note will be maintained on file by the administration and a copy, with the administration approval signature, must be given to the student who will in turn show the excuse to his/her homeroom teacher and the teacher in each class missed. If no verified excuse is presented, the absence will be unexcused. In addition, **teachers are not allowed to permit students to make up any work missed nor allow credit for any assignment that was due on that day if the absence is unexcused.**

If the student fails to see the teacher about make-up work or fails to complete the make-up work within the time allotted by the teacher, a zero (0) will be recorded. **It is the student's responsibility to contact the teacher for make-up work.**

If an absence is due to necessary travel or some other excusable reason, the parent or guardian should notify the school three (3) days prior to the absence when possible. A note should be brought for approval of an administrator and each of the student's teachers.

***The determination of whether or not an absence is official, excused, or unexcused is the responsibility of the school administrator or his/her designated representative. Teachers are not allowed to overrule the determination.***

## **TARDINESS/LATE ARRIVALS**

School begins at 7:15 a.m. at Kemper County Lower Elementary, Kemper County Upper Elementary, Kemper County Middle, and Kemper County High School. A tardy bell rings at 8:10 a.m. at Kemper County Lower Elementary; 8:00 a.m. at Kemper County Upper Elementary; 7:48 a.m. at Kemper County Middle School; and 8:00 a.m. at Kemper County High School. Every student should be in school prior to the ringing of the tardy bell. The teacher will document anyone who comes to school after the tardy bell as tardy. Likewise, the teacher will document any student who arrives to a class after the ringing of the tardy bell for that class as tardy.

If a student arrives late, a parent or guardian and report must accompany him/her directly to the attendance clerk's office or to the school secretary. No student will be signed in over the telephone except in cases of extreme emergencies. Students who are on a late bus must report to the attendance clerk or school secretary to sign in and to receive a late-bus pass. In order to be admitted to class, all late students must have a written excuse.

## **TRUANCY**

Students are expected to be in the proper place at the proper time during the school day. A student is truant (skipping) if he/she:

- Is absent from school without the prior knowledge and permission of his/her parents. An absence is unexcused if the parents knew and approved but the reason was inexcusable.
- Is absent from class without permission of the teacher or an administrator.
- Leaves school at any time during the school day without an approved sign-out at the office.
- Obtains permission to go to a certain place and does not go directly there or fails to return directly to class.
- Becomes ill and goes home or stays in the restroom instead of reporting to class or to office.
- Gets to school late and does not report directly to the administration in order to be admitted or does not go directly to class after having been admitted.

- Is on campus and not in class unless he/she is out of class at the direction of a teacher or administrator.

## **CHECK-OUT PROCEDURES**

### **Kemper County Lower Elementary/Kemper County Upper Elementary**

When a student becomes ill or an emergency arises during the regular school day which may warrant early dismissal, the student must report to the office. Before the student will be allowed to leave school, the student's parent or legal guardian must be contacted by telephone. The parent, legal guardian, or person authorized by his/her parent must come to the school to sign the student out with photo ID.

A student may be released for a doctor's appointment, dental appointment, or other justified reason when the parent, legal guardian, or person authorized by the parent comes to the school and signs the student out or sends a note to the office stating the reason for check-out. This note must include the checkout time and a telephone number where the parent can be contacted and should be on file prior to the school day of checkout. If the note cannot be verified, the school reserves the right to refuse the release of the student.

In cases of divorce, it shall be the responsibility of the parent who receives legal custody of the child involved to place on file in the school a copy of the custody order. The child shall be released only to the parent having legal custody.

Students who are authorized to leave campus should sign out and leave the campus at the designated time and should not return to the school campus without prior authorization. Students are not allowed to sign out of school for personal reasons such as buying lunch, running errands, and transporting other students to various locations.

## **CHECK – OUT PROCEDURES**

### **Kemper County High School/Kemper County Middle School**

Students who check out of school early must do so in the front office. A check out form must be completed and approved by the administrator before a student can check out. Students must obtain teacher signatures from classes missed due to checking out early. Check out by telephone will not be permitted except in the case of an emergency. Parent or legal guardian verification must be established before a telephone check out will be permitted.

### **Senior Sign Out**

All seniors must carry a schedule of seven classes except for those meeting the following requirements:

- Students participating in Dual Enrollment at an area community college must be enrolled prior to the beginning of the new academic school year and must have proper verification from school officials (class schedule, payment receipt, an official letter, etc.) showing dates and time of attendance.
- Students wishing to leave for work must be already employed prior to the beginning of the new academic school year and must have a letter of Work Release Form from their employer verifying their employment and the time that they are expected to report to work.

All other permission for early release must have approval from the administration prior to the beginning of the new academic year.



By state law all students must be enrolled at least 63% of their instructional school day, therefore, to be in compliance no student will be allowed to leave school prior to that time.

Parents of seniors who meet the aforementioned requirements must sign an early release form and provide transportation for their child. Students are not allowed to remain on campus upon signing out for the day.

Students who have been granted permission for early release must sign out and leave campus at the appointed time or be subject to disciplinary repercussions.

A full schedule consisting of seven class periods is mandatory for all student athletes.

Schedule changes will be finalized by the deadline established by administration. No other changes will be made following the said deadline.

### **Senior Sign Out - Beginning in 2021-2022**

Beginning in the 2021-2022 school year, Seniors who have not passed all subject area tests or are currently enrolled in a course needed for graduation will not be allowed to check out early. Students will be required to take a Math or Math equivalent course their Senior year.

### **Senior Sign Out (Effective 2021-2022 for all incoming 9th Graders)**

For early release, students 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 student 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 or Essentials for College Literacy

Students who are authorized to leave campus should sign out and leave the campus at the designated time and should not return to the school campus without prior authorization. Students are not allowed to sign out of school for personal reasons such as buying lunch, running errands, and transporting other students to various locations.

## **CARE OF THE BUILDINGS AND GROUNDS**

The care of books, furniture, grounds, playground equipment, restrooms, and all other school properties is considered a public responsibility. Any student destroying or defacing school property will be expected to pay the cost of repairs or replacement or face the appropriate disciplinary action.

## **CHANGE OF ADDRESS**

It is very important that each student and his/her parent/guardian maintain an up-to-date address and telephone number at the school's office. Please notify the school's office immediately if you have a change of address or telephone number during the school year. A change of address must be verified by providing two proofs of new address (utility bill, rental receipts, affidavit, etc.).

A student's parent/guardian home or employment phone number, as well as emergency phone number(s) must be provided to the school principal so the phone number(s) can be recorded on the student's record in the event parent/guardian contact is necessary.

The phone number should be updated on the registration form so that parent(s), guardian(s), or each designated person can be reached in case of emergency.

## **CORRIDOR PASSES**

No student is to be permitted in the corridor without a corridor pass except at period changes or during an emergency drill. The student should present the pass to any teacher or staff member upon request. Students who violate this rule will be punished.

## **CUMULATIVE RECORDS**

A record folder is kept on each student and is filed in the principal's office. Student grades, standardized test scores, health notes, attendance records, teacher evaluations, extra-curricular activities, and other data are recorded on the cumulative records.

The keeping of records, transfers of records, and transcripts will be in accordance with the Family Education Rights and Privacy Act of 1994. The written consent of the student, parents, or guardians of eligible students will be required by this school system in order to forward educational records to another school upon request.

## **DRESS CODE / SCHOOL UNIFORM POLICY**

The policy of the Kemper County Board of Education is that good grooming and personal appearance is essential in the teaching and learning process. Therefore, it is expected that students dress in such a manner that will ensure health and safety, and not detract from the learning environment. Furthermore, dress and personal appearance are not to be disruptive or interfere with educational interest and welfare of the students or the purpose of the public school education. Therefore, students are expected to dress according to the uniform code.

### **GUIDELINES OF DRESS AND GROOMING**

Students must be clean and well groomed.

Hats, caps, headbands, sweatbands, bandanas, visors, and sunglasses must **NOT** be worn.

Hair must be clean and well groomed, and should not impair vision.

Students are to wear clothing in the manner for which it is designed. No clothing shall be worn inside out; suspenders/braces shall be fastened and belts buckled. Pants **MUST** be worn at the waist. Sagging of the pants will **NOT** be tolerated. Shirts must be tucked in.

All pants, Capri pants, skirts, shorts, jumpers, dresses shall be khaki or navy, worn with the school uniform shirt.

Articles of clothing must be appropriate for school wear. Length shall be such that when the arms are held at the individual's side with fingers extended, the fingertip ends will still touch the material of the shorts; Shorts and skirts shall not be more than four (4) inches above the knee.

With approval of the principal, activity sponsors may establish different rules for dress and grooming as a prerequisite for membership and participation in specific activities.

With approval of the principal, students may be permitted to wear regular attire as an incentive.

Bracelets, belts, and other clothing with spikes, studs, or chains are not allowed.

Book bags with wheels are NOT acceptable.

Insignias, buttons, and clothing that are suggestive of wine, beer, whiskey, tobacco, vulgarities and violence, drug activity, or demeaning to other persons, are not to be worn at school.

Nose jewelry is not to be worn by boys or girls while they are in school. Gold teeth mouthpieces, grills, or any other such paraphernalia must **NOT** be worn.

Any student who fails to dress appropriately will not be allowed to attend class until the proper clothing can be secured. If necessary, parents will be called to bring proper clothes to school. Until proper clothing can be secured, the student will be isolated and will be responsible for all class work missed.

## **SCHOOL UNIFORMS**

The following applies to male and female students.

### **Slacks**

Color: Khaki, Navy Blue, or Black

Style: Full length with or without cuffs; pleated or plain front; must have belt loops (NO sweat pants or cargo pockets).

Wear: Must be at or just above the natural waistline with appropriate belt (see below) and belt must be fastened. No hip huggers and NO sagging.

### **Shorts**

Same rules applicable to slacks, but in addition must adhere to the following: Length will be such that when measured, the shorts are no more than four (4) inches above the knee. No cargo pockets or cropped pants.

### **Capri Pants**

Same rules applicable to slacks

### **Skirts**

Same rules applicable to slacks in reference to color, with the exception being that skirts are not required to have belt loops. Length will be such that when measured, the skirt is no more than four (4) inches above the knee.

### **Shirts**

Color: Solid color Gold, Royal Blue, Navy Blue, or White

Style: Collared with two (2) or more buttons. Must be worn completely tucked into slacks, skirts, or shorts

\*\*\*Shirts with Kemper County logo and/or school organization can be worn

### **Undershirts**

Color: White

Style: Plain, crew neck, with or without pocket. No striping, ribbing, or commercial/school/organizational logos.

Wear: Not to be worn as the outer garment; can only be worn beneath the authorized uniform shirt as described above.

### **Belts**

Color: Black, Brown, or Khaki

Style: Leather or canvas/web type with metal or leather buckle.

Wear: Must be worn snugly in all slacks and shorts making sure it is not excessive in length and placed through all belt loops.

### **Shoes**

Wear: Sandals, open-toe shoes, open heeled shoes, house shoes, or slippers are NOT allowed. All shoes, with the exception of loafers, must have laces and laces must be tied. In addition, if shoes are designed with Velcro fasteners, they must be fastened.

### **Coats/Jackets/Sweaters**

No specific guidance is mandated for the wear of these items. However, these are outer wear garments and when worn does not relieve the individual from the responsibility to maintain the required uniform underneath these outer garments.

## **ELECTRONIC DEVICES**

No pupil attending any school in Kemper County School District shall be permitted to use or to carry upon his/her person or in any other manner electronic devices such as beepers, cell phones, radios, or other electronic devices that are not used in the instructional program.

Students in violation of this rule upon the first offense will be reprimanded by the administration through a student conference. The administrator will contact the parent or legal guardian and inform him/her he/she must come to school to pick up the phone and a copy of the cell phone/electronic device policy.

Second offense, students will receive one day in-school suspension. The administrator will contact the parent or legal guardian and inform him/her he/she must come to the school to pick up the phone. (Telephones are available in the school office for use by students for emergency purposes only).

Third offense, students will be suspended for three days. The administrator will contact the parent or legal guardian and inform him/her he/she will receive the phone at the end of the year unless student is expelled.

All subsequent offenses will result in the student being referred to the Discipline Committee for recommendation for expulsion or Alternative Education.

The provisions of these policies shall apply to all pupils during all of the period of time that they are under and subject to the jurisdiction of the Board of Trustees of this school district as defined by laws of the State of Mississippi, and/or while participating in or going to or from any school activity sponsored by this school district and/or while under the supervision and direction of any teacher, principal, or other authority of this school district. (Policy JE)

## **EMERGENCY DRILLS**

It shall be the duty of the principals and teachers in each building of this school district to instruct the pupils in the methods of fire drills and to practice fire drills until all the pupils in the school are familiar with the methods of escape. Such fire drills shall be conducted often enough to keep such pupils well drilled. It shall be the further duty of such principals and teachers to instruct the pupils in all programs of emergency management as may be designated by the state department of education.

It shall be the further duty of such principals and teachers to develop and conduct an active shooter drill within the first sixty (60) days of each new school semester for students, teachers, and staff. ' 37-11-5

This superintendent shall be responsible for ensuring that each school has a current crisis management plan that includes procedures for bomb threat, fire, earthquake, hurricane, tornado, and shootings. The superintendent shall also ensure that the principal and staff at each school conduct regular safety drills in event of an emergency situation related to weapons, weather, or major loss of power.

## **FERPA ANNUAL NOTIFICATION**

### **Kemper County School District FERPA Annual Notification 2021-2022**

#### **STATEMENT OF RIGHTS**

Parents and eligible students have the following rights under the Family Education Rights and Privacy Act (FERPA) and school board policy JRAB:

1. The right of a student's parent or eligible student to inspect and review the student's education records;
2. The intent of the school district is to limit the disclosure of information contained in a student's education records except: (1) by the prior written consent of the student's parent or the eligible student, (2) as directory information, or, (3) under certain limited circumstances, as permitted by the FERPA;
3. The right of a student's parent or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading, or in violation of student rights (this right includes the right to a hearing to present evidence that the record should be changed if the district decides not to alter it according to the parent's or eligible student's request and the right to insert in the student's permanent records an explanatory statement giving reasons for disagreeing with the decision);
4. The right of any person to file a complaint with the Department of Education if the school district violates the FERPA; and
5. The procedure that a student's parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

All rights and protections given parents under the FERPA and this policy transfer to the student when the student reaches 18 or enrolls in a post-secondary school.

#### **RECORDS TYPES**

Cumulative School Records

Cumulative School Records (Former Students)

Health Records

School Transportation Records

Speech Therapy Records

Psychological Records

## PROCEDURE TO INSPECT EDUCATION RECORDS

The parent of a student or an eligible student may inspect the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies below. Since a student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site. However, if a parent or eligible student wishes to inspect records where they are maintained, school principals will make every effort to accommodate the wishes. The parent or eligible student should submit to the student's school principal a written request that identifies, as precisely as possible, the record or records he or she wishes to inspect. The principal (or other record custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site). The principal (or other record custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access. If for any valid reason, such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education record, the school district will arrange for the parent or eligible student to obtain copies of the record. See below for information regarding fees for copies of records. When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

## FEES FOR COPIES OF RECORDS

The school district will not deny parents or eligible students any rights to copies of records because of the following published fees. Where the fee represents an unusual hardship, it may be waived in part, or in whole, by the record custodian. However, the district reserves the right to charge for copies, such as transcripts, it forwards to potential employers or to colleges and universities for employment or admission purposes. The school district may deny copies of records (except for those required by the FERPA) in the following situations:

1. The student has an unpaid financial obligation to the school.
2. There is an unresolved disciplinary action against the student that warrants the denial of copies.

FERPA requires the school district to provide copies of records:

1. When the refusal to provide copies effectively denies access to the records by a parent or eligible student;
2. At the request of the parent or eligible students when the school district has provided the records to third parties by the prior consent of the parent or eligible student; or
3. At the request of the parent or eligible student when the school district has forwarded the records to another school where the student seeks or intends to enroll.

The fee for copies provided under the FERPA may not include the costs for search and retrieval. The fee will be from no cost to ten cents per page. (Actual copying cost, less hardship factor.) The fee for all other copies, such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience, will be from ten cents to thirty-five cents per page (actual search, retrieval, and copying cost) plus postage, if incurred.

## DIRECTORY INFORMATION

The school district proposes to designate the following personally identifiable information contained in a student's education record as "directory information."

1. The student's name, address, and telephone number;
2. The names of the student's parents;
3. The student's date and place of birth;
4. The student's major field of study and class designation (i.e., first grade, tenth grade, etc.);
5. The student's extracurricular participation;
6. The student's achievement awards or honors;
7. The student's weight and height if a member of an athletic team;
8. The student's photograph;
9. The student's electronic mail address;
10. The student's dates of attendance; and
11. The most recent educational institution the student attended prior to the student enrolling in this school district.

Within the first month of each school year, the school district will publish the above list, or a revised list, of items of directory information it proposes to designate as directory information. For students enrolling after the notice is published, the list will be given to the student's parent or the eligible student at the time and place of enrollment. After the parent or eligible student has been notified, he or she will have two weeks to advise the school district in writing (a letter to the school superintendent's office) of any or all of the items they refuse to permit the district to designate as directory information about the student. At the end of the two-week period, each student's record will be appropriately marked by the record custodian to indicate the items the district will designate as directory information about the student. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

The categories set forth as directory information may be used on a school-authorized internet web page if granted permission by the parent or legal guardian.

Disclaimer: The school district shall not be responsible for the posting of any student information on any internet web page not authorized by the Kemper County Board of Education.

## USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The school district will use the following criteria to determine who are school officials. An official is:

1. A person duly elected to the school board;



2. A person certified by the state and appointed by the school board to an administrative or supervisory position;
3. A person certified by the state and under contract to the school board as an instructor;
4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his or her performance as a substitute; or
5. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor, for the period of his or her performance as an employee or contractor.

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. Perform an administrative task required in the school employee's position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

The school district will only release information from, or permit access to, a student's education record with a parent's or eligible student's prior written consent except that the school superintendent, or a person designated in writing by the superintendent, may permit disclosure:

1. When a student seeks or intends to enroll in another school district or a post-secondary school (the district will not further notify the parent or eligible student prior to such a transfer of records; the parent or eligible student has a right to obtain copies of records transferred under this provision);
2. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district;
3. The parties who provide or may provide financial aid to a student to:
  - a. Establish the student's eligibility for the aid,
  - b. Determine the amount of financial aid,
  - c. Establish the conditions for the receipt of the financial aid, or
  - d. Enforce the agreement between the provider and the receiver of financial aid;
4. When the school district has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to develop tests, administer student aid, or improve instruction;

5. To accrediting organizations to carry out their accrediting functions;
6. To comply with a judicial order or lawfully issued subpoena (the district will make a reasonable effort to notify the student's parent or the eligible student before making a disclosure under this provision); or
7. If the disclosure is an item of directory information, and the student's parent or eligible student has not refused to allow the district to designate that item as directory information for the student; or
8. In response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

The school district will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons;
2. The information is necessary and needed to meet the emergency;
3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency; or
4. Time is an important and limiting factor in dealing with the emergency.

The school district officials may release information from a student's education record if the student's parent or the eligible student gives prior written consent for disclosure. The written consent must include at least:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or the class or organizations to whom the disclosure is to be made;
4. The parent's or eligible student's signature; and
5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the eligible student may obtain a copy of any records disclosed under this provision. The school district will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those parties agree that the information will not be re-disclosed without the parent's or eligible student's prior written consent.

#### RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

The school district will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits with some exceptions listed below. This record will be kept with, but will not be a part of, the student's cumulative school records. It will be available only to the record custodian, the eligible student, the

parent of the student, or to federal, state, and local officials for the purpose of auditing or enforcing federally supported educational programs. The record will include at least:

1. The name of the person or agency that made the request;
2. The interest the person or agency had in the information;
3. The date the person or agency made the request; and
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The district will maintain this record as long as it maintains the student's education record. The record will not include:

1. Requests for access or access granted to the parent of the student or to an eligible student;
2. Request for access granted to officials of the school district who have a legitimate educational interest in the student;
3. Requests for, or disclosures of, information contained in the student's education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or if the disclosure is authorized by such prior consent;
4. Requests for, or disclosure of, directory information designated for that student; or for
5. Requests for, or disclosure of, information contained in the student's education record if the request is in response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

## PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

The parent of a student or an eligible student has a right to seek to change any part of the student's record believed to be inaccurate, misleading, or in violation of student rights. (NOTE: under FERPA, the district may decline to consider a request to change the grade a teacher assigns for a course.) For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term "requester" will be used to describe the parent of a student or the eligible student who is asking the school district to correct a record. To establish an orderly process to review and correct an education record for a requester, the district may make a decision to comply with the request for change at several levels in the procedure.

**First Level Decision** When a parent of a student or an eligible student finds an item in the student's education record that he or she believes is inaccurate, misleading, or in violation of student rights, he or she should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester. If the record custodian cannot change the record to the requester's satisfaction, or if the record does not appear to be obviously incorrect, the record custodian will:

1. Provide the requester a copy of the questioned record at no cost;
2. Ask the requester to initiate a written request for the change; and
3. Follow the procedure for a second level decision.

Second Level Decision The written request to correct a student's education record through the procedure at this level should specify the correction the requester wishes the district to make. It should at least identify the item the requester believes is incorrect and state whether he or she believes the item:

1. Is inaccurate and why;
2. Is misleading and why; and/or
3. Violates student rights and why.

The request will be dated and signed by the requester. Within two weeks after the record custodian receives a written request, he or she will study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the district's response to the request), make a decision to comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision. If, as a result of this review and discussion, the record custodian decides the record should be corrected, he or she will affect the change and notify the requester in writing that the change has been made. Each such notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory. If the record custodian decides the record is correct, he or she will make a written summary of any discussions with other officials and of the findings in the matter. The record custodian will transmit this summary and a copy of the written request to the school superintendent.

Third Level Decision The school superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney, or the school board (in executive session). The superintendent will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it takes longer, the superintendent will notify the requester, in writing, of the reasons for the delay and a date when the decision will be made. If the superintendent decides the record is incorrect and should be changed, he or she will advise the record custodian to make the changes. The record custodian will advise the requester of the change as at the second level. If the superintendent decides the record is correct, he or she will prepare a letter to the requester, which will include:

1. The school district's decision that the record is correct and the basis for the decision;
2. A notice to the requester that he or she has a right to ask for a hearing to present evidence that the record is incorrect and that the district will grant such a hearing;
3. Instructions for the requester to contact the superintendent, or an official he or she designates, to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing (the district will not be bound by the requester's positions on these items, but will, so far as possible, arrange the hearing as the requester wishes); and
4. Advise that the request may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

Fourth Level Decision After the requester has submitted (orally, or in writing) his or her wishes concerning the hearing officer and the time and place for the hearing, the superintendent will, within a week, notify the requester when and where the district will hold the hearing and who it has designated as the hearing officer. At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect as shown in the requester's written request for a change in the record (second level). Within a week after the hearing, the hearing officer will submit to the school superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his or her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged. The school superintendent will prepare the district's decision within two weeks of the hearing. The decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the district's decision will be based solely on the evidence presented at the hearing. Therefore, the superintendent may overrule the hearing officer if the superintendent believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the district's decision, the superintendent will take one of the following actions:

1. If the decision is that the district will change the record, the superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.
2. If the decision is that the district will not change the record, the superintendent will prepare a written notice to the requester that will include:
  - a. The school district's decision that the record is correct and will not be changed;
  - b. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the district's decision; and
  - c. Advice to the requester that he or she may place in the student's education record an explanatory statement which gives the reasons he or she disagrees with the school district's decision and/or the reasons he or she believes the record is incorrect.

## DISTANCE LEARNING

Online Educational Services are services involving computer software, mobile applications (apps), and web-based tools provided by a third-party to a school district that students and/or parents access via the internet and use as part of a school activity.

All methods of distance learning involving online educational services shall be evaluated and approved by the Superintendent or his/her designee prior to use to ensure the platform's security and to ensure that there is no risk of disclosure of student protected personally identifiable information. When using an online educational service, the district shall have a written contract in place prior to use which dictates the necessity of security and data protection. If a contract with a provider is not possible, such as with free-to-use applications, the district must use the utmost caution and validate the security of the application before use. The Superintendent shall consult legal and information technology staff during this process.

Personally identifiable information must be protected at all times in accordance with FERPA. The district shall inform parents of any third-party provider used during distance learning. Non-students shall be discouraged from participating in any district sponsored distance learning.

## **FIELD TRIPS**

Field trips are an extension of the classroom; therefore, proper classroom behavior is expected. All school rules will be followed just as if the student were at school. Parents will receive a notice of field trips in advance and will be asked to sign a field trip permission form. Sometimes a small amount of money may be requested from each student to help defray transportation or facility use costs.

## **FINES**

Fines for damages to books, equipment, instruments, uniforms, and other school property assessed to the student should be paid promptly.

## **FIRST AID**

Each principal's office has first aid supplies for students' use. Occasionally accidents may occur for which immediate medical care is required. In such cases, students are to be sent to the doctor or hospital for treatment. The school cannot, and will not, assume the expense for treatment of the student.

## **FUND-RAISING ACTIVITIES**

Fund-raising projects in which students sell items to the public or other students must be sponsored by one of the school-sponsored organizations and adhere to the guidelines outlined in the District Wellness Policy. All fund-raising projects must have the approval of the principal and superintendent. All funds shall be deposited and disbursed through school activity accounts.

Fund-raising activities sponsored by parent organizations shall be governed by this policy when school district personnel coordinate student participation.

## **HOMEBOUND PROGRAM**

If a student has a long or short-term illness with or without hospitalization or a chronic medical problem which will result in accumulative absences of five (5) or more days consecutively, the student is eligible to receive homebound instruction. A letter from a major health provider (e.g., medical doctor) stating the nature of the illness, estimated duration, and limitations on school work must be given to the principal before a student can be considered for homebound status.

If a homebound instructional basis is granted, the student is not counted absent from school. Application must be made to the principal within five (5) days of the projected absence unless extenuating circumstances exist. The building-level principal will contact the special education coordinator who coordinates the homebound instructional program. Work in vocational shops, science laboratories, or business machines is not provided. Pregnancy is not considered illness and is not covered by the homebound instructional program.

## **INCENTIVES FOR GOOD ATTENDANCE**

Each principal will develop and institute rewards for students with good records for attendance and no recorded tardies.

**NOTE: The decision to award the above remains at the discretion of the principal. It is not automatic and could be withheld for disciplinary reasons, failure to complete required exams, failure to turn in school property, etc.**

## **MEDIA**

The Kemper County School District recognizes students for outstanding achievement. If parents or guardians object to names or photos of students being in the media, please notify the school in written form within 7 days of receipt of this handbook.

## **WEAPONS POSSESSION**

Any parent, guardian or custodian who shall knowingly suffer or permit any child under the age of eighteen (18) years to have or to own, or to carry concealed, in whole or in part, any weapon the carrying of which concealed is prohibited, shall be guilty of a misdemeanor, and, on conviction, shall be fined not more than \$1,000, and shall be imprisoned not more than six (6) months in the county jail. **97-37-15 Mississippi Code Annotated 1972.**

## **GENERAL RESPONSIBILITY FOR CHILD'S ACTS**

A copy of the school district's discipline plan shall be distributed to each student enrolled in the district, and the parents, guardian or custodian of such student shall sign a statement verifying that they have been given notice of the discipline policies of their respective school district. **37-11-53 Mississippi Code Annotated 1972.**

## **DAMAGES**

Any public school district shall be entitled to recover damages in an amount not to exceed Twenty Thousand Dollars (\$20,000.00), plus necessary court costs, from the parents of any minor under the age of eighteen (18) years and over the age of six (6) years, who maliciously and willfully damages or destroys property belonging to such school district. However, this section shall not apply to parents whose parental control of such child has been removed by court order or decree. The action authorized in this section shall be in addition to all other actions which the school district is entitled to maintain and nothing in this section shall preclude recovery in a greater amount from the minor or from a person, including the parents, for damages to which such minor or other person would otherwise be liable. **37-11-53 Mississippi Code Annotated 1972.**

## **ATTENDANCE AT DISCIPLINE CONFERENCE**

Any parent, guardian or custodian of a compulsory-school-age child who (a) fails to attend a discipline conference to which such parent, guardian or custodian has been summoned under the provisions of this section, or (b) refuses or willfully fails to perform any other duties imposed upon him or her under the provisions of this section, shall be guilty of a misdemeanor and, upon conviction, shall be fined not to exceed Two Hundred Fifty Dollars (\$250.00). **37-11-53 Mississippi Code Annotated 1972.**

## **RESIDENCY REQUIREMENT / REGISTRATION POLICY**

The parent or legal guardian of a student seeking to enroll must provide the school district with at least two of the items numbered 1-9 below as verification of his/her address, except that any document with a post office box as an address will not be accepted.

1. Homestead Exemption Application
2. Mortgage documents or property deeds
3. Apartment or home lease
4. Utility bills
5. Driver's license
6. Voter precinct identification by a designated school district official
7. Automobile Registration
8. Affidavit and/or personal visit by a designated school district official
9. Any other documentation that will objectively and unequivocally establish that the parent/guardian resides within the school district and attendance zone

In case of a student living with a legal guardian who is a bona fide resident of the school district, a certified copy of filed petition of guardianship is required to be on file in the office.

### **Students living with adults other than parents or legal guardians**

- The non-parent claiming district residency must provide the documentation required above of a parent or legal guardian.
- 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 residence full-time.  
Parents must bring their student's original certified birth certificate, social security card, student withdrawal information, immunization form, and two (2) proofs of residency (car tag receipt, rental receipt, utility bill, homeowner's policy, etc.) when registering for school (**37-15-11, 37-7-301 Mississippi Code**). Guardians must have legal guardianship papers before registering their students.
- Preschool students must be 4 years old on or before September 1 of the current school year.
- Kindergarten students must be 5 years old on or before September 1 of the current school year.
- First grade students must be 6 years old on or before September 1 of the current school year.

## **SEARCHES AND SEIZURES**

A principal or administrator may conduct a search of school property and personal property based on reasonable suspicion according to the MS Code. If search finds illegal contraband or contents of a crime, the administrator may notify and turn situation over to school law enforcement or other law enforcement personnel. Law enforcement can only conduct a search of a person if probable cause has been established.

## **SECRET SOCIETIES**

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 Section 37-11-37.



This school board shall prohibit fraternities, sororities, or secret societies in all high schools under its jurisdiction. It shall be the duty of said school board to suspend or expel from high schools under its control, any pupil or pupils who shall be or remain a member of or shall join or promise to join, or be pledged to become a member of, any public high school fraternity, sorority or secret society, as defined in section 37-11-37.

It shall be unlawful for any person not enrolled in high school to solicit any pupil enrolled in high school, to join or pledge himself or herself to become a member of any high school fraternity, sorority, or secret society, or to solicit any pupil to attend a meeting thereof or any meeting where the joining of any such high school fraternity, sorority, or secret organization shall be encouraged.

Any person, firm or corporation violating any of the provisions of this section shall be guilty of a misdemeanor and upon conviction thereof shall be fined not less than twenty-five dollars (\$25.00) nor more than one hundred dollars (\$100.00) for each and every offense.

Student behavior that harasses or threatens other students or school personnel will not be tolerated. This district shall treat hazing, as defined in MS Code 97-3-105 and stalking, and as defined in MS Code 97-3-107, as serious offenses subject to criminal prosecution.

## **SELLING**

**A violation of the following rules should be reported to the principal:**

1. No solicitation or contributions will be made in the name of the school, students, employees, or visitors for special fund drives.
2. No student or vendor will be allowed to sell any merchandise on the premises or buses.
3. No agent, solicitor, or salesperson will visit students or teachers during school hours except by written permission from the principal.
4. All fund-raising activities will take place in the school-designated area.

## **SEXUAL HARASSMENT**

It is the policy of the Kemper County Public Schools that no employee or student may sexually harass another. Any employee or student will be subject to the appropriate disciplinary action for violation of the policy.

### **Actions That May Constitute Sexual Harassment**

Sexual harassment may include, but is not limited to, such actions as:

- Comments or jokes about individuals of the opposite sex;
- Explicit, derogatory sexual remarks;
- Placing obscene photographs, cartoons, graphics, or suggestive objects in the workplace;
- Physical contact such as petting, grabbing, pinching, or constant brushing against another's body;
- Any repeated or unwanted verbal or physical sexual advances which are offensive or objectionable to the recipient's job performance;
- The threat or insinuation that the lack of sexual submission will adversely affect victims.

## **STUDENT RELIGIOUS LIBERTIES ACT**

### **STUDENT RELIGIOUS LIBERTIES**

#### **PROHIBITION AGAINST REQUIRING ANY PERSON TO PARTICIPATE IN PRAYER OR VIOLATING THE CONSTITUTIONAL RIGHTS OF ANY PERSON**

This policy shall not be construed to authorize this district to do either of the following:

1. Require any person to participate in prayer or in any other religious activity; or
2. Violate the constitutional rights of any person.

#### **STUDENT EXPRESSION OF RELIGIOUS VIEWPOINTS**

The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

#### **STUDENT SPEAKERS AT NONGRADUATION EVENTS**

The school district hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. For each speaker, the district shall set a maximum time limit reasonable and appropriate to the occasion. Student speakers shall introduce:

1. Football games;
2. Any other athletic events designated by the district;
3. Opening announcements and greetings for the school day; and
4. Any additional events designated by the district, which may include, without limitation, assemblies and pep rallies.

The forum shall be limited in the manner provided by law.

Only those students in the highest two (2) grade levels of the school and who hold one (1) of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers of the highest grade level in the school, captains of the football team, and other students holding positions of honor as the school district may designate.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall submit the student's name to the student council or other designated body during an announced period of not less than three (3) days. The announced period may be at the beginning of the school year, at the end of the preceding school year so student speakers are in place for the new year, or, if the selection process will be repeated each semester, at the beginning of each semester or at the end of the preceding semester so speakers are in place for the next semester.

The names of the volunteering student speakers shall be randomly drawn until all names have been selected, and the names shall be listed in the order drawn. Each selected student will be matched chronologically to the event for which the student will be giving the introduction.

Each student may speak for one (1) week at a time for all introductions of events that week, or rotate after each speaking event, or otherwise as determined by the district. The list of student speakers shall be

chronologically repeated as needed, in the same order. The district may repeat the selection process each semester rather than once a year.

The subject of the student introductions must be related to the purpose of the event and to the purpose of marking the opening of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event.

The subject must be designated, a student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd or indecent speech.

The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

For as long as there is a need to dispel confusion over the non-sponsorship of the student's speech at each event in which a student will deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as, *"The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position or expression of the school district."*

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, irrespective of grade level, address school audiences in the normal course of their respective positions.

The school district shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

## STUDENT SPEAKERS AT GRADUATION CEREMONIES

The school district hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the district shall set a maximum time limit reasonable and appropriate to the occasion. The forum shall be limited in the manner provided by law.

Only students who are graduating and who hold one of the following neutral criteria positions of honor shall be eligible to use the limited public forum: student council officers, class officers of the graduating class, the top three academically ranked graduates, or a shorter or longer list of student leaders as the school district may designate. A student who will otherwise have a speaking role in the graduation ceremonies shall be ineligible to give the opening and closing remarks.

The names of the eligible volunteering students will be randomly drawn. The first name drawn will give the opening and the second name drawn will give the closing.

The topic of the opening and closing remarks must be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event.

In addition to the students giving the opening and closing remarks, certain other students who have attained special positions of honor based on neutral criteria, including, without limitation, the valedictorian, will have speaking roles at graduation ceremonies. For each speaker, the school district shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the district creates a limited public forum for these students to deliver the addresses. The subject of the addresses must be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The subject must be designated for each student speaker, the student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd or indecent speech. The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

*A written disclaimer shall be printed in the graduation program that states, "The students who will be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect any position or expression of the school district or the board of trustees, or the district's administration, or employees of the district, or the views of any other graduate. The contents of these messages were prepared by the student volunteers, and the district refrained from any interaction with student speakers regarding the student speakers' viewpoints on permissible subjects."*

#### RELIGIOUS EXPRESSION IN CLASS ASSIGNMENTS

Students may express the students' beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the students' submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Students may not be penalized or rewarded on account of religious content. If a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded on account of its religious content.

#### FREEDOM TO ORGANIZE RELIGIOUS GROUPS AND ACTIVITIES

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during and after school to the same extent that students are permitted to organize other non-curricular student activities and groups. Religious groups must be given the same access to school facilities for assembling as is given to other non-curricular groups, without discrimination based on the religious content of the group's expression.

If student groups that meet for nonreligious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities may not discriminate against groups that meet for prayer or other religious speech. School authorities may disclaim sponsorship of non-curricular groups and events, provided they administer the disclaimer in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

## **STUDENT RESTRAINT AND SECLUSION POLICY**

The Kemper County School District Board of Trustees supports a positive approach to behavior that uses proactive strategies to create a safe school climate that promotes dignity, creates authentic student engagement, and improves student achievement for all students.

In accordance with Miss. Code Ann. § 37-9-69 and 37-11-57, it is recognized that staff may intercede in situations wherein students are displaying physically violent behavior or are deemed to be a danger to themselves or others. The use of excessive force or cruel and unusual punishment regarding student management is prohibited. Restraint and/or seclusion shall not be utilized as a punitive measure.

Only school personnel trained in the use of restraint and seclusion should be used to observe and monitor these students. Staff engaged in monitoring students shall have knowledge of effective restraint and seclusion procedures, emergency procedures, and knowledge of how to effectively debrief students after the use of restraint or seclusion.

This policy in no way shall inhibit the right of staff to reasonable self-defense in accordance with the provisions of the 5th and 14th amendments to the Constitution of the United States, or the Constitution of Mississippi, nor negate the obligation of the district to provide a safe work environment.

In any situation in which a student is a danger to himself/herself or others, and it becomes necessary to contact law enforcement or emergency medical personnel, nothing in this policy guidance shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

### **Restraint**

Physical restraint is considered to be an emergency response after all other verbal and non-verbal de-escalation measures have failed in effectiveness. When using physical restraint for students who are a danger to themselves or others, staff should take precautions necessary to ensure the safety of the student and the staff members engaged in restraining the student.

1. Physical restraints that restrict the flow of air are prohibited in all situations.
2. The use of mechanical restraints is prohibited, except by law enforcement.
3. The use of chemical restraints is prohibited.

### **Seclusion**

The use of seclusion occurs in a specially designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. The room or space used for seclusion may not be locked and staff shall be present to monitor the student. Seclusion shall cease once the student regains control of his or her behavior.

### **Administrative Procedures**

This policy and the supporting procedures are designed to ensure the safety of all students, school personnel, and visitors. The following provisions shall be adhered to:

- a. Staff and faculty shall be trained at least annually on the use of physical restraint and seclusion. Teachers and other district personnel shall be trained on how to collect and analyze student data to determine the effectiveness of these procedures in increasing appropriate behavior.

- b. Administrators shall document incidents of the use of physical restraint or seclusion by staff or faculty participating in or supervising the restraint or seclusion event.
- c. A review of the use of a restraint and seclusion process shall be conducted by the school to determine if revisions of behavioral strategies are in place to address dangerous behavior or if positive behavioral strategies were not in place at the time of the restraint or seclusion.
- d. The school board shall review this policy and incidents of seclusion and restraint data at a minimum, annually. At a minimum, the Superintendent shall make quarterly reports of incidents of restraint and/or seclusion to the school board. The school district shall report the incidents to Mississippi Department of Education annually.
- e. This policy and supporting procedures shall be reviewed with all staff on an annual basis.
- f. The superintendent or designee shall develop procedures for reporting the use of restraint or seclusion to the local board of education and to the Mississippi Department of Education.
- g. After reviewing the district reports of incidents in which restraint and seclusion were used, if necessary, the superintendent shall make recommendations to the board for possible revisions to this policy. The review and/or revisions to this policy shall be documented on the school board meeting agenda and the subsequent minutes of the school board meeting. The school district or school shall maintain records of its review of and any resulting decisions or actions regarding the use of seclusion and restraint.

#### Parental Notification

- a. All parents shall receive, at least annually, written information about the policies and procedures for restraint and seclusion issued by this school district. The written policies shall be included in the code of conduct, student handbook, school board policy manual, and any other appropriate school publication.
- b. Parents or guardians shall be notified verbally or in writing on the day of the restraint or seclusion or no later than 48 hours following the incident. In the event a parent cannot be reached by telephone, a letter shall be sent informing the parent of the incident and the person who can be contacted at the school to address any questions the parent may have. At the time the parent is notified, the school shall schedule a debriefing with the parent to discuss the incident.
- c. The superintendent or designee shall develop procedures by which a parent may submit a complaint regarding the physical restraint or seclusion of their child; the procedures shall be printed in the Student Handbook.

The superintendent or designee shall establish and disseminate all procedures relevant to the implementation of this policy and the guidelines set forth by the Mississippi Department of Education.

This policy and all revisions to the policy shall at a minimum be disseminated to all parents and staff annually, and listed in the staff and student handbooks, as well as the school board policy manual.

LEGAL REF.: MS CODE: 37-9-69; 37-11-57

## **STUDENT RESTRAINT AND SECLUSION COMPLAINT PROCEDURES**

The Kemper County School District has adopted the following procedures by which a parent, legal guardian or custodian may submit a complaint regarding the physical restraint or seclusion of their child.

### **Step One: Initial Meeting/Review by Disciplinary Committee**

- A. Contact the principal of the school within five (5) days of the act and schedule a conference to discuss the complaint and resolve the matter informally.
- B. The principal shall schedule a conference to discuss the complaint upon a receipt of notification from the parent. (The meeting may be held with the Disciplinary Committee.)
- C. If the complaint is not satisfactorily resolved, the parent may request a review by the superintendent. The request for review must be in writing. The principal shall within five (5) days after receiving the complaint send the superintendent a copy of the complainant's statement and a statement from the principal setting forth his/her response and decision.

### **Step Two: Review by the Superintendent**

- A. A parent, legal guardian, or custodian dissatisfied with the outcome in Step One may request a review of the decision of the principal.
- B. The superintendent shall notify the complainant within five (5) days upon receipt of the written complaint of the date, time, and place scheduled to meet with the parent and review the decision of the principal/Disciplinary Committee in Step One to ensure alignment with the district policy on student restraint and seclusion. The superintendent will submit a written decision to the complainant within five (5) days of the date upon which the matter was heard.
- C. If the complaint is not satisfactorily resolved, the parent may request review by the school board.

### **Step Three: Review by the School Board**

- A. If the parent is not satisfied with the decision of the superintendent at Step Two, the parent shall submit in writing a request to appeal the decision.
- B. The board shall schedule a meeting within five (5) days after receipt of the complaint to review the decision of the superintendent and take final action on the request for review.
- C. The board shall render its decision within seven (7) days of the hearing.

## **TESTING PROGRAM**

Testing and evaluating are an integral part of the educational process in the district. All students in grades K-11 will take the appropriate achievement test each year. Results of this test will be discussed with the parents/guardians. Parents/guardians are asked to encourage their child/children to perform their best on these tests. Test results are used to determine a school's accreditation level.

## **TOBACCO, DRUGS, AND ALCOHOL**

No use, possession, or transfer of tobacco will be permitted in the school building, on the school premises, or school buses at any time. Students will be suspended for violation of this rule. Students will not bring cigarettes, cigars, pipes, snuff, smoking tobacco, smokeless tobacco, electronic cigarettes, or other such

items to school. If a student is caught with these items, the principal will confiscate them, and the student will be disciplined accordingly.

Drugs will not be permitted in school buildings, on school premises, or on school buses at any time. A student shall not possess, sell, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any drugs. Students will be suspended for violation of this rule (MS Code, 1994) and referred to the School Board for expulsion.

The use, possession, transfer, or being under the influence of alcoholic beverages shall not be permitted on school-owned premises, school buses, or at any school-sponsored activities. Students shall not be under the influence of intoxicating beverages while at school or in attendance at school-sponsored activities. Students will be suspended for violation of this rule and referred to the School Board for expulsion.

## **TRANSFER STUDENTS**

New students entering a Kemper County School will report with documentation to the principal's office for classification. After being classified, a schedule will be worked out and students will be told where to report to homeroom and classes. No students will be permanently enrolled until a transcript has been received from their former school district. No student will be enrolled if they have been expelled from another district. Students may be permitted to attend classes until proper documentation and a background check has been secured.

Transfer from home-school programs shall be administered an achievement test to assist in determining placement. Other criteria, along with School Board approval, will be considered as outlined by the School Board Policy.

## **VACATING SCHOOL GROUNDS**

All students are required to vacate the school buildings and leave school grounds at the end of each day unless under the direct supervision of a school official in an organized school-sponsored activity. Students found in violation will be subject to disciplinary action.

## **VISITORS AND CONFERENCES**

Parents/guardians are always welcome, but they must check in at the office for a visitor's pass. The following guidelines apply:

1. Persons wishing to visit teachers or observe classes must present appropriate identification and receive approval from the principal's office.
2. Students are advised not to take part in conversation with visitors unless the visitor has a school pass or is accompanied by a school official or designee.
3. Students are not permitted to bring visitors or babies to school at any time.
4. Parent/teacher conferences must be arranged through the principal's office. Conferences should be held during planning periods. Parents/guardians are asked to consult with the principal's office to determine the most convenient time for a conference.

## **WITHDRAWAL FROM SCHOOL**

When it becomes necessary for a student to transfer to another school, a withdrawal form must be obtained from the office. This form is to be submitted to each of the student's teachers, who will record the following: (1) receipt of textbooks and other instructional materials; (2) grades at time of transfer; and (3) absences. The withdrawal form must be signed by the librarian indicating that all library books have been returned and fines paid. In compliance with **PL93-380 Family Education Privacy Act** and **37-15-30 Mississippi Code 1972**, the school district will automatically release the transfer student's cumulative folder (school records) to the transfer school upon request by the transfer school.



## **STUDENT SERVICES**

### **ATHLETIC ACTIVITIES**

To participate in any of the athletic activities, students must meet all of the rules and regulations of the Mississippi High School Activities Association, of which our high school is a member. A violation of these rules leads to a dismissal from the team. Students and parents/guardians are asked to check with the appropriate sponsor(s) for eligibility requirements. Tryouts for each activity will be held at the appropriate time for that activity.

### **AUTOMOBILE REGULATIONS**

Students driving to school must register their vehicles and purchase automobile parking decals before being permitted to park on school campus grounds. When registering a vehicle, students must show valid proof of insurance and valid drivers' license in order to receive a parking decal.

1. Students are to park in designated areas.
2. Only vehicles with parking decals affixed to the lower left-hand side of the front windshield may be brought on campus. Vehicles that are parked illegally will be towed at the owner's expense.
3. Decals will be issued to licensed drivers only.
4. A maximum speed of 10 mph will be observed while on campus.
5. No loud music on campus
6. Students may not go to their cars without a pass during the school day.
7. At school dismissal, students should not move their vehicles until all buses have left campus.
8. Students park at their own risk. The school is not responsible for theft or damages to cars.
9. The school reserves the right to search any student's car brought on campus. The search will be conducted in the presence of the student.
10. During school hours, students are not permitted to drive or ride in a vehicle to the Vocational Complex or to off-campus activities unless prior notification and permission from parent/guardian is received by the administration.
11. Consistent tardiness or absenteeism will cause loss of privilege
12. Violations will result in discipline referral and/or loss of the privilege of bringing a car to school.

### **BUS TRANSPORTATION**

School transportation is a privilege, which is provided for those students who qualify under state regulations and who follow bus rules (**37-41-3 Mississippi Code**). Students are allowed to ride only the bus to which they have been assigned. A student may not ride another bus unless in an emergency situation and prior notification has been given. The parent/guardian must write a note stating the emergency and asking permission for the student. The principal must approve the note prior to the student riding the bus. Large objects, such as balloons, floral bouquets, etc., will not be allowed on the bus.

### **CAFETERIA**

#### **SCHOOL FOOD SERVICES**

The Kemper County School District participates in the National School Lunch and Breakfast Programs and therefore must meet the United States Department of Agriculture (USDA) Federal and State requirements. The Kemper County School District (KCSO) offers food choices to satisfy this requirement.

Breakfast and lunch is free to all students. This determination is set by USDA and the State Child Nutrition Program. Our lunchroom operations comply with all rules and regulations of the State Department of Education and USDA.

Parents will receive written notification of prior money owed anytime during the school years and are expected to repay the cafeteria on the date listed in the notification.

The lunch period is approximately 24minutes long. Staff member will accompany all students to the cafeteria. Some common courtesies to be followed are:

- 1) Display a pleasing manner during the entire time you are in the cafeteria.
- 2) Avoid loud and excessive talking and refrain from horseplay.
- 3) Do not throw food.
- 4) Return your tray to the receiving windows.
- 5) Remove all litter, such as napkins, milk cartons, food, etc. from the table or floor before leaving the cafeteria.
- 6) Students are to refrain from bringing fast food items, canned drinks (sodas), etc. to the cafeteria.
- 7) Packed lunches in a plain bag or lunch box are permitted. **Food purchased at a restaurant must be transferred to a plain bag or a lunch box before it is taken into the cafeteria.**
- 8) Students who bring lunches can purchase only milk products and water. **Sodas are not allowed in the cafeteria.**
- 9) Students cannot purchase extra food sale items without picking up a breakfast or lunch tray.

**Misconduct in the cafeteria will result in appropriate placement on the disciplinary ladder.**

In compliance with Federal (USDA) guidelines, commercially prepared competitive food and drink items will not be distributed or sold during the period from one hour before breakfast or one hour before lunch and one (1) hour after the last federally reimbursed breakfast or lunch period of each school day. Students cannot bring food or drinks from these functions into the cafeteria. This includes meals obtained from an organization as a fundraiser.

Example: Breakfast starts at 7:15am (all competitive food selling (this includes taking orders) must end at 6:15am.) Breakfast at most sites ends around 8:30 a.m. Lunch starts at most sites at 10:30 a.m. and ends around 1:00 p.m.

#### **MEAL PRICES:**

Student Breakfast	FREE
Student Lunch	FREE
Staff Breakfast	\$2.50
Staff Lunch	\$3.75

### **School Meal Charges Policy**

Kemper County School District shall provide nutritious and well-balanced meals in its school meal program. By statute, the district's Food and Nutritional Services department is a self-supporting fund that shall not have a negative balance at the close of a fiscal year. Unpaid charges place a financial strain on the Food and Nutritional Services department and on the district's operating budget.

Students are assigned a lunch number/account at the beginning of the school term. Payment for meals may be entered into a student's account on a daily basis or in advance, with cash or check. Pre-payment is encouraged, and can be calculated by multiplying the number of days your child wishes to eat by the price of lunch.

Parents will receive written notification of the money owed anytime during the school years and are expected to repay the cafeteria on the date listed in the notification.

The Kemper County School District Child Nutrition Dept. establishes the following goals:

- To establish a consistent district policy regarding the method of payment for meals, charge availability and collection methods for charges in the district's meal program.
- To encourage the parent(s) /guardian (s) to assume the responsibility of payments and to promote self-responsibility of the student.

#### KEY TERMS

Charge: Purchasing a reimbursable meal without making payment at time of purchase with cash or pre-paid funds on account.

Free Meal: A reimbursable meal served to a student certified as eligible for such benefits.

Good Standing: A school meals account with a zero or positive balance.

Payment: Cash or check paid daily for school meals or a la carte items or with pre-paid funds on account.

Pre-payment: Funds on account. Pre-payment is accepted in the form of cash or check at any register.

Reimbursable Meal: To qualify as a reimbursable meal, the meal must include a fruit and/or vegetable component. A meal consisting of at least three (3) of the five (5) offered meal components (grain, meat or meal alternative, fruit, vegetable and milk), at least one of which is a fruit or vegetable.

#### METHOD OF PAYMENT

The KCSD will accept pre-payment of school meals in the form of cash or check at the register of any school site cafeteria. Cash for a daily meal will also be accepted at the register.

#### ADMINISTRATION OF POLICY

The Child Nutrition Director is responsible for ensuring that the Child Nutritional Services accounts are properly managed and accurately reported. The administration will closely monitor student school meal accounts with the goal of eliminating negative balances and delinquent accounts.

**Full Pay Students – Elementary/Middle & High School Students** will pay for meals at the district's published standard rate (\$2.50) each day. A student will be allowed to charge a maximum of three (3) meals to their account after the balance reaches zero.

**Once a student has charged those three meals, he/she will not be allowed to charge a la carte items, however he/she will be offered a designated menu alternate. Sample: cheese sandwich, veggie sticks,**

**fruit and milk. This designated menu alternate will be charged to the child's meal account at the standard rate.**

**Elementary/Middle & High School** - All students must prepay or pay cash at the register for all meals and a la carte purchases. When a student's account balance reaches zero, no a la carte items will be sold to the student, and he/she will only be offered a designated menu alternate. **This designated menu alternate will be charged to the student's meal account at the standard rate.**

**Free Meal Benefit** - Free status students will be allowed to receive a free breakfast and lunch each day. A la carte purchases must be prepaid.

**Reduced Meal Benefit** - Reduced status students will be allowed to receive a breakfast for free and lunch for \$.40 each day. A student will be allowed to charge a maximum of six (6) meals to their account after the balance reaches zero.

**Once a student has charged those three meals, he/she will not be allowed to charge a la carte items, however he/she will be offered a designated menu alternate. Sample: cheese sandwich, veggie sticks, fruit and milk. This designated menu alternate will be charged to the child's meal account at the reduced rate.**

**Parents/Guardians** are responsible for meal payment to the food service program. Notices of low or deficit balances will be sent to parents/ guardians at regular intervals during the school year.

**All school cafeterias** possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student.

**Refunds** for withdrawn, and graduating students; a written request for a refund of any money remaining in their account must be submitted. Students who are graduating at the end of the year can be given the option to transfer to a sibling's account with a written request.

If a student's account is not in good standing at the end of the trimester or school year, the administration may take one or more of the following actions, unless or until prohibited by state law or regulation:

- Refer the account to a collection agency.
- Notify other appropriate state agencies.
- Initiate a claim in the court system

If a student is without meal money on a consistent basis, the administration will investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child.

## **CAREER INFORMATION CENTER**

The career information center is located on the middle hall of Kemper County High School. All students are encouraged to use this facility. Any student who desires more information on careers should meet with the counselor.

## **CLUBS/ORGANIZATIONS**

The Kemper County School District recognizes that all students need to feel that they are part of the school and need to have a sense of belonging. To help achieve this mission, Kemper County has established various clubs and extra-curricular activities that students may join (all clubs have enrollment policies and requirements). If students are interested in joining a particular club, they should contact the sponsor of that club.

## **COLLEGE ENTRANCE EXAMS**

Students must acquaint themselves with the deadlines for the ACT or SAT. Colleges have deadlines for applying for admission and financial aid. It is essential that college-bound seniors test early enough to meet these deadlines. While the counselor will make every effort to furnish students with all pertinent information, it is each student's ultimate responsibility to acquaint himself/herself with each school's admissions policies and procedures.

Some out-of-state colleges and universities require the Scholastic Aptitude Test (SAT). Counselors have information and applications for these tests. It is the responsibility of the student to register for the test(s).

## **CORRESPONDENCE COURSES**

Students may take a correspondence course with the principal's permission. However, they may earn only one unit (1) by correspondence towards their diploma. Consult the counselor for details. Seniors taking correspondence courses for graduation must complete the course in time for the final grade to be at the school to be included on cumulative folders at least four (4) weeks prior to graduation.

## **GUIDANCE AND COUNSELING SERVICES**

Guidance services are available for every student in the district. These services include assistance with educational planning; interpretation of test scores; occupational information; career information; study helps; help with home, school, and/or social concerns; or any question the student may feel he/she would like to discuss with the counselor. Guidance is concerned with helping students adjust to present conditions and to plan for the future in line with their special interests, abilities, and needs. This will include selecting courses of study, improving traits of personality, and getting suggestions on the best way to study.

Students are urged to seek assistance from the teachers and the guidance counselor in any problems they have. It is especially important that they feel free to approach the principal or assistant principal at any time. Services from outside counseling agencies are available upon request or recommendation from school officials.

Each university and scholarship has a different deadline for getting information turned in. Start early enough with the paperwork to meet all deadlines.

Any senior will receive one (1) transcript free of charge. Any transcripts sent after that will have a \$3.00 charge.

## **LIBRARY**

In order for the library to be a research and study area for teachers and students, all rules must be observed.

## **MENTAL HEALTH**

In accordance with House Bill 1283 passed during the regular 2019 session, student access to local mental health resources will be expanded under the regional behavioral management program. A state standardized memorandum of understanding (MOU) between community mental health centers and facilities and school districts will be developed to include referral protocols and to train school personnel to conduct initial behavioral health screenings of students who experience stress or are at risk of harm.

Effective with the 2019-2020 school year, the Mississippi Department of Mental Health shall develop a standardized Memorandum of Understanding (MOU) to be utilized by the Mississippi Department of Mental Health certified mental health providers and mental health facilities in providing mental health services to local school districts. The MOU shall include standardized behavioral health screening and referral protocols, procedures, and forms to be utilized by the local school districts. Any standardized behavioral health screening and referral protocols shall only be performed on students with the approval of the student's parent or legal guardian. The Mississippi Department of Mental Health shall provide online training for appropriate school personnel to conduct initial behavioral health screenings of students experiencing or exhibiting behavioral stress or at risk of harming themselves or others.

## **REMEDIATION**

The Superintendent of Education is authorized to develop and administer remediation programs, which meet all requirements set forth by the Mississippi State Department of Education, State Statutes, and Requirements of the Mississippi Commission on School Accreditation.

The district will provide Credit Recovery, Summer School and/or Extended School Year for students who have not mastered required objectives.

## **TUTORING POLICY**

It is the policy of the Kemper County School District that any student who fails any subject area test one or more times shall participate in a Kemper County School District sponsored tutoring program either during regular school hours or after regular school hours or both at the discretion of the Principal or the Superintendent or at the discretion of the principal after consultation with the Superintendent.

The student or students shall remain in a Kemper County School District sponsored tutoring program until such time that the student has passed the particular subject area test or tests that the student has previously failed one or more times.

## **TEXTBOOK POLICY**

### **ISSUANCE OF TEXTBOOKS**

In compliance with Section 37-7-301 (ff) of the Mississippi Code, the Kemper County School District provides textbooks free of charge to students. It is the duty of each student to care for the textbooks to the best of his/her ability. Students who lose or damage textbooks are required to pay for them. Students should take pride in the upkeep of their textbooks. Teachers are instructed to assess fines for amounts up to the current value of a book when it is obvious that the student has damaged or defaced the book.

According to Section 37-43-1 of the Mississippi Code of 1972. "Textbook shall be defined as any medium or manual of instruction, which contains a systematic presentation of the principles of a subject and which constitutes a major instructional vehicle for that subject."

The Kemper County School District shall issue textbooks to students in the following manner. The label on the inside cover of each textbook shall be completed before the textbook is issued to the pupil. The school district shall have in place a plan for maintaining adequate records regarding the issuance of textbooks to students. The method of issuing textbooks to students shall reflect the condition of the book. The parent or guardian shall sign that the child has received books. A statement similar to the following shall be a part of the signature process: "I hereby accept the responsibility of the books listed and for any other books issued to my child during the current school year. If any book is lost, damaged or destroyed, I agree to pay such loss before my child will be entitled to any further books."

In some instances, the courses will have a classroom set of textbooks, with extra textbooks available for check-out on an as-needed basis. In some classes the Kemper County School District has purchased the online textbook, (also known as e-book) whereas the teacher will make copies of the textbook and furnish a binder for the students to carry home. The Kemper County School District has laptop computers available for checkout by the parents, if needed. The Kemper County School District shall make available necessary textbooks to ensure success for every student.

#### **FINES AND DAMAGE REPLACEMENT SCHEDULE**

The Kemper County School District shall assess the following fines and damages to textbooks.

<b>Damage</b>	<b>Fine</b>
Writing/drawing/scribbling in book	\$1.00 per page
Excess wear/damage but still usable	10% of cost of the book
Cover of book damaged	25% of cost of the book
Spine damaged	25% of cost of the book
Water damaged, but still usable	25% of cost of the book
Water damaged, not usable	Cost of the book
Pages missing, not usable	Cost of the book
Obscene writing or drawing on or in the book	Cost of the book
Non-returned book	Cost of the book

# **APPENDIX A**



**APPENDIX A-1****APPENDIX A-1  
GRADUATION REQUIREMENTS  
STANDARD 14  
DISTRICT OPTION**

Note: Ending with incoming ninth graders of 2017-2018.

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3. Students enrolled in grades 7-12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*. Enrollment in online courses listed in this book must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II
MATHEMATICS	4 <sup>2</sup>	Algebra I
SCIENCE	3 <sup>3</sup>	Biology I
SOCIAL STUDIES	3 <sup>4&amp;6</sup>	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Mississippi Studies <sup>6</sup>
HEALTH	½ <sup>7&amp;8</sup>	Contemporary Health <sup>9</sup>
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>10</sup>	
THE ARTS	1 <sup>11</sup>	
ELECTIVES	4½ <sup>12</sup>	
TOTAL UNITS REQUIRED	21	

**APPENDIX A-1 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**DISTRICT OPTION**

<sup>1</sup>Carnegie units earned for Compensatory English courses, cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Beginning school year 2014-2015, Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. Beginning school year 2010-2011 for all entering ninth graders, English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory Mathematics courses, cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least one (1) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. Effective with school year 2013-14, up to two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. Effective with eighth graders of school year 2013-14, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB



**APPENDIX A-1 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**DISTRICT OPTION**

program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>The Carnegie units earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course.

<sup>7</sup>Carnegie units earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

<sup>8</sup>Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health beginning in the 2010-2011 school year and thereafter.

<sup>9</sup>Comprehensive Health or Family and Individual Health meet the health requirement if taken prior to the 2014-2015 school year.

<sup>10</sup>The following courses meet the Carnegie unit requirement for Technology or Computer Science:  
ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>11</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section. Digital Media may be accepted in lieu of the art requirement for students.

<sup>12</sup>Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

**APPENDIX A-2**

**APPENDIX A-2**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**(Ending with incoming ninth graders of 2017-2018)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3. Students enrolled in grades 7-12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*. Enrollment in online courses must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2008-2009 and ending with school year 2017-2018, all entering ninth graders will be required to have a minimum of 24 Carnegie units as specified below, unless their parent/guardian requests to opt the student out of Appendix A-2 requirements in accordance with local school board policy. All students must meet one of the graduation options as specified in the appendices. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7. NOTE: This option will no longer be available for entering ninth graders after the 2017-2018 school year. New graduation requirements will go into effect for entering ninth graders for 2018-2019.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II
MATHEMATICS	4 <sup>2</sup>	Algebra I
SCIENCE	4 <sup>3</sup>	Biology I
SOCIAL STUDIES	4	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ Geography <sup>4</sup> ½ U.S. Government ½ Economics <sup>5</sup> ½ Mississippi Studies <sup>4</sup>
HEALTH and PHYSICAL EDUCATION	1 <sup>7&amp;8</sup>	½ Contemporary Health and ½ Physical Education <sup>9</sup>
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>10</sup>	
THE ARTS	1 <sup>11</sup>	
ELECTIVES	5 <sup>12</sup>	
TOTAL UNITS REQUIRED	24	



**APPENDIX A-2 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**(Ending with incoming ninth graders of 2017-2018)**

<sup>1</sup>Carnegie units earned for Compensatory English courses, cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Beginning school year 2014-2015, Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. Beginning school year 2010-2011 for all entering ninth graders, English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory Mathematics courses, cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least two (2) of the four (4) required mathematics Carnegie units must be earned in a course higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Science, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. Effective with school year 2013-2014, up to two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. Effective with eighth graders of school year 2013-2014, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB

**APPENDIX A-2 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**(Ending with incoming ninth graders of 2017-2018)**

program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>The Carnegie unit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course.

<sup>7</sup>Carnegie units earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

<sup>8</sup>Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health beginning in the 2010-2011 school year and thereafter.

<sup>9</sup>Comprehensive Health or Family and Individual Health meet the health requirement if taken prior to the 2014-2015 school year. The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

<sup>10</sup>The following courses meet the Carnegie unit requirement for Technology or Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Information & Communication Technology, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science and Project Lead the Way Introduction to Engineering, Exploring Computer Science, and AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, Computer Science and Engineering.

<sup>11</sup>Digital Media may be accepted in lieu of the art requirement for students.

<sup>12</sup>Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.



## APPENDIX A-3

### GRADUATION REQUIREMENTS

#### STANDARD 14

#### CAREER PATHWAY OPTION

#### SENIORS OF SCHOOL YEAR 2011-2012

(Entering eleventh graders 2010-2011 ending with incoming ninth graders in 2016-2017)

In 2010, Mississippi state policymakers passed legislation to create multiple pathways to a standard diploma. The 2010 legislative actions created a career pathway to a standard diploma, with the goal of improving Mississippi graduation rates and providing students with career and technical training that prepares students for postsecondary credential or certification programs and employable workplace skills. This legislative change created Miss. Code Ann. § 37-16-17, to provide for high school career option programs and career track curricula for students not wishing to pursue a baccalaureate degree.

Enrollment in online and correspondence courses listed in this book must have prior approval granted by the principal.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II
MATHEMATICS	3 <sup>2</sup>	Algebra I
SCIENCE	3 <sup>3</sup>	Biology I
SOCIAL STUDIES	3 <sup>4&amp;5</sup>	1 U.S. History ½ U.S. Government ½ Mississippi Studies
HEALTH or PHYSICAL EDUCATION	½ <sup>6</sup>	½ Contemporary Health or ½ Physical Education <sup>10</sup>
CAREER and TECHNICAL	4 <sup>7</sup>	(Selected from Student's Program of Study)
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>8</sup>	
ELECTIVES	2½ <sup>9</sup>	Courses selected from the student's approved program of study
TOTAL UNITS REQUIRED	21	

**NOTE:** Mississippi's Institutions of Higher Learning requirements differ from minimum graduation requirements for this diploma pathway.

**APPENDIX A-3 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**CAREER PATHWAY OPTION**  
**SENIORS OF SCHOOL YEAR 2011-2012**  
**(Entering eleventh graders 2010-2011 ending with incoming ninth graders in 2016-2017)**

<sup>1</sup>Carnegie units earned for Compensatory English courses, cannot be included as any of the four (4) English Carnegie units required for graduation; however Carnegie units earned for these courses may be included in the general elective graduation requirements. Beginning school year 2014-2015, Compensatory English may only be taken if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. Beginning school year 2010-2011 for all entering ninth graders, English I is a required prerequisite score for English II. English I cannot be taken after a student completes English II. The two (2) additional English credits must be from the student's program of study which includes Technical Writing, Creative Writing, English III, English IV, or any college-level dual credit courses.

<sup>2</sup>Carnegie units earned for Compensatory Mathematics courses cannot be included in the three (3) mathematics Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. For students pursuing the Career Pathway Graduation Option, at least one (1) of the required mathematics Carnegie units must be earned in a course higher than Algebra I and selected from the student's program of study. Foundations of Algebra shall only be available for ninth grade students.

<sup>3</sup>For students pursuing the Career Pathway Graduation Option, at least one (1) of the required science Carnegie units must be earned in a course higher than Biology I and selected from the student's program of study for science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience (AEST) or Introduction to Agriscience, and a second science unit may be earned by completing a two-course sequence selected from the following options: Science of Agricultural Animals, Science of Agricultural Plants, or Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the two-course sequence: Healthcare & Clinical Services I & II, Health Science I & II; Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Polymer Science I & II; and Engineering I & II. Effective with school year 2013-14, up to two (2) of the three (3) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. Effective with eighth graders of school year 2013-14, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

<sup>4</sup>AP U.S. History or DC United States History II may be accepted in lieu of the required U.S. History Post-reconstruction to Present. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. The third social studies credit should be selected based on the student's program of study.

<sup>5</sup>The Carnegie unit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year may be accepted in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half ( $\frac{1}{2}$ ) unit social studies course may be accepted. An out-of-state student



**APPENDIX A-3 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**CAREER PATHWAY OPTION**  
**SENIORS OF SCHOOL YEAR 2011-2012**  
**(Entering eleventh graders 2010-2011 ending with incoming ninth graders in 2016-2017)**

who transfers after the junior year may substitute any other one-half ( $\frac{1}{2}$ ) unit social studies course. Credit earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half ( $\frac{1}{2}$ ) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>Carnegie unit earned in Healthcare & Clinical Services I/Health Science I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. Interscholastic athletic activities, band, show choir and ROTC, if they meet the instructional requirements specified in the *Fitness through Physical Education Framework*, may also be accepted.

<sup>7</sup>Career and Technical Education (CTE) courses must be based on the student's program of study and should include dual credit/dual enrollment options as found in Miss. Code Ann. § 37-15-38.

<sup>8</sup>Evidence of proficiency in technology is accepted in lieu of the required courses if the student earns one (1) unit in a technology-rich academic or career technical course related to their program of study. The following courses meet the Carnegie unit requirement for Technology or Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>9</sup>Electives must be selected from courses related to the student's program of study. Credits earned not approved for that student's program of study will not be counted toward graduation requirements.

<sup>10</sup>Comprehensive Health or Family and Individual Health meet the health requirement if taken prior to the 2014-2015 school year.

**APPENDIX A-4**

**APPENDIX A-4  
GRADUATION REQUIREMENTS  
STANDARD 14  
MISSISSIPPI EARLY EXIT DIPLOMA  
(ending with incoming ninth graders in 2017-2018)**

Qualification for a Mississippi Early Exit Diploma signifies to students that they are ready to do college level work without remediation and opens up a variety of education and career pathways within and beyond high school.

In order to qualify for a Mississippi Early Exit Diploma, in addition to earning the Carnegie units listed below, students must meet college- and career-qualification scores in all core content areas on a series of end-of-course exams (see the following page for Equivalency Chart for Innovative Programs - Authorized by the State Board of Education) and/or the required benchmarks for college readiness on the ACT (18 in English Composition; 22 in Mathematics; 22 in Reading; 23 in Science) or Institutions of Higher Learning (IHL) approved college entrance exam.

Enrollment in online and correspondence courses listed in this book must have prior approval granted by the principal.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	2	English II (equivalent Course)
MATHEMATICS	3	Algebra I (Equivalent Course)
SCIENCE	2	Biology I (Equivalent Course)
SOCIAL STUDIES	2½	1 World History 1 U.S. History (Equivalent Courses) ½ Mississippi Studies
HEALTH and PHYSICAL EDUCATION	1	Any combination of Health and Physical Education
TECHNOLOGY or COMPUTER SCIENCE	1	
THE ARTS	1	
ELECTIVES	5	(Should focus on college admission or national certification requirements)
TOTAL UNITS REQUIRED	17½	

## Equivalency Chart for Innovative Programs - Authorized by the State Board of Education

### Equivalency Curriculum Chart for MS Tested Areas

MS Curriculum	Cambridge
Algebra I or Integrated Math I	Cambridge IGCSE Mathematics I Or Cambridge IGSE Extended Sequence
Biology I	Coordinated Science I Or Cambridge IGCSE Biology
English II	Cambridge IGCSE English Language
US History	Cambridge IGCSE American History

### Equivalency Test Chart for MS Tested Areas

MS Curriculum	Cambridge
Algebra I	Cambridge Mathematics End of Sequence Test
Biology I	Coordinated Science I or Cambridge IGCSE Biology End of Course (EOC) Test
English II	Cambridge IGCSE English Language EOC Test
US History	Cambridge IGCSE American History EOC Test

## APPENDIX A-5

### Appendix A-5 ADDITIONAL OPTIONS IN LIEU OF SATP MISS. ADMIN. CODE 7-3: 36.4, STATE BOARD POLICY CHAPTER 36, RULE, 36.4 (EFFECTIVE 2013-2014 SCHOOL YEAR)

Miss. Admin. Code 7-3: 36.5, State Board Policy Chapter 36, Rule 36.5 provides approved options for students to meet high school end-of-course Subject Area Test requirements for graduation through approved alternate measures. Miss. Admin. Code 7-3: 36.5, State Board Policy Chapter 36, rule 36.5, applies to past, current, and future graduates and allows a student to meet the graduation requirements once he or she has failed to pass any required end-of-course Subject Area Test one (1) time.

The following graduation options provide opportunities for students to obtain a certain score or level on the ACT, ASVAB, ACT WorkKeys, MS-CPAS2, or other state-approved industry certifications. Students also may obtain a grade of "C" or higher in a dual credit/dual enrollment course, corresponding to the EOC assessment that was not passed.

#### Notes:

- ACT sub-scores resulting from non-college reportable accommodations can be used for graduation options, but the scores are non-college reportable.
- ACT sub-scores resulting from Residual ACT Testing cannot be used for graduation options.
- This option is available regardless of when the student took the SATP2, PARCC, or MAP assessments.
- The college credit option is only applicable if the student is enrolled in high school and college at the same time.
- The Graduation Options listed below are applicable to any Subject Area Testing Program assessment.

Assessment Options	Math	Science	English	Social Studies
ACT	17	17	17	17
Dual Credit/Enrollment	C or higher in College Algebra	C or higher in College Biology	C or higher in English Comp I	C or higher in American History
ASVAB + MS-CPAS2 OR Industry Certification	ASVAB (PICAT prescreen scores are not allowable) score of 36 <b>plus</b> one (1) of the following: 1. CPAS score that meets the attainment level assigned by Federal Perkins requirements <b>OR</b> 2. Earn approved Industry Certification specified in the Career Pathway's Assessment Blueprint			
ACT Work Keys + MS-CPAS2 OR Industry Certification	WorkKeys Silver Level <b>plus</b> one (1) of the following: 1. CPAS score that meets the attainment level assigned by Federal Perkins requirements <b>OR</b> 2. Earn approved Industry Certification specified in the Career Pathway's Assessment Blueprint.			



## Concordance Tables

**MISS. ADMIN. CODE 7-3: 36.4(2) State Board Policy Chapter 36, Rule 36.4(2)  
(EFFECTIVE 2014-2015 SCHOOL YEAR)**

Concordance tables provide opportunities for students who do not obtain a passing score on an End-of-Course (EOC) assessment to utilize a different graduation option, using a combination of the assessment scores with the final course grade. The tables provide the final course grade required to use with the scale score obtained on the EOC assessment. Districts are required to use the concordance table specific to when the student took the assessment.

**MAAP English II (Fall 2018)**

Concordance Table	Scale Score			
Grade	1049	1048-1047	1046	1045
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAAP English II is 1050.

**MAAP English II (Spring 2018)**

Concordance Table	Scale Score			
Grade	1049	1048	1047	1046-1045
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAAP English II is 1050.

**MAAP English II (Spring 2019, Fall 2017, Spring 2017)**

Concordance Table	Scale Score			
Grade	1049-1048	1047	1046-1045	1044
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAAP English II is 1050.

**MAAP English II (Fall 2016)**

Concordance Table	Scale Score			
Grade	1048	1046	1045	1043
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAP English II is 1050.

**MAAP English II (Senior Only Retest: Feb. 2017 & Spring 2016)**

Concordance Table	Scale Score			
Grade	1049-1048	1047	1046	1045
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAP English II is 1050.

**MAAP Algebra I (Spring 2018 & Fall 2017)**

Concordance Table	Scale Score			
Grade	1049	1048	1047	1046-1045
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

\*The passing score for MAP Algebra I is 1050.

**MAAP Algebra I (Spring 2019, Fall 2018, & Spring 2017)**

Concordance Table	Scale Score			
Grade	1049-1048	1047	1046	1045
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAP Algebra I is 1050.



**MAAP Algebra I (Senior Only Retest: Feb. 2017, Fall 2016, & Spring 2016)**

Concordance Table	Scale Score			
Grade	1049	1048	1047	1046
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAP Algebra I is 1050.

**MAAP Biology I (Fall 2018\*, Spring 2018, & Fall 2017)**

Concordance Table	Scale Score			
Grade	644-640	639-637	636-635	634-632
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAAP Biology I is 645.

\* The Fall 2018 Biology concordance table can only be used for 2019 graduating students and previously exited students needing a Biology Score as a graduation option. This table is not to be used with 2018-2019 students classified in grades 9-11.

**MAAP Biology (Spring 2019\*\*) Grades 9-11**

\*\*The Concordance table will not be released until the completion of the Standard Setting Process in Summer 2019.

**MAAP U.S. History (Spring 2019, Fall 2018, Spring 2018, & Fall 2017)**

Concordance Table	Scale Score			
Grade	640-637	636-635	634-633	632-631
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for MAAP US History is 641.

**PARCC Fall 2014 & Spring 2015-English II**

Concordance Table	Scale Score			
Grade	724-722	721-719	718-716	715
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for PARCC English II is 725.

**PARCC Fall 2014 & Spring 2015-Algebra I**

Concordance Table	Scale Score			
Grade	724-722	721-719	718-716	715
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for PARCC Algebra I is 725.

**SATP2 English II**

Concordance Table	Scale Score			
Grade	644-641	640-639	638-637	636-635
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for SATP2 English II is 645.



**SATP2 Algebra I**

Concordance Table	Scale Score			
Grade	646-644	643-642	641	640-639
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score from SATP2 Algebra I is 647.

**SATP2 Biology I**

Concordance Table	Scale Score			
Grade	644-640	639-637	636-635	634-632
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for SATP2 Biology I is 645.

**SATP2 U.S. History**

Concordance Table	Scale Score			
Grade	640-637	636-635	634-633	632-631
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for SATP2 U.S. History is 641.

**Composite (Combined) Score**  
**MISS. ADMIN. CODE 7-3: 36.4(3) State Board Policy Chapter 36, Rule 36.4(3)**  
**(EFFECTIVE 2015-2016 SCHOOL YEAR)**

Composite (Combined) Score Calculations provide opportunities for students who do not obtain a passing score on one or more EOC assessments. Students may utilize an additional graduation option by taking the average of all EOC assessments and achieving a minimal combined score of 646. Scale scores from the PARCC and MAP assessments will need to be transformed according to the guidance provided in Sections 1, 3, and 4.

**Section 1 (Only SATP2 Assessments)**

- I. Calculate the student's composite (combined) score by determining the average score across all four assessments.

Test	Score
Algebra I (SATP2)	650
English II (SATP2)	647
Biology I (SATP2)	656
U.S. History (SATP2)	638

$$\text{Average Composite (Combined) Score} = \frac{650 + 647 + 656 + 638}{4} = \frac{2591}{4} = 647.75 = 648$$

**Section 2 (SATP2 and PARCC Assessments)**

- I. Calculate the Transformed Score for the PARCC assessments by using the following formulas:
  - To transform a PARCC Algebra I Score:  
Student's PARCC Algebra I Scale Score – 78 points
  - To transform a PARCC English II Score:  
Student's PARCC English II Scale Score – 80 points
- II. Calculate the student's composite (combined) score by determining the average score across all four assessments.

Test	Score	Transformation	Transformed Score
Algebra I (PARCC)	723	$723 - 78 =$	645
English II (PARCC)	724	$724 - 80 =$	644
Biology I (SATP2)	652		652
U.S. History (SATP2)	644		644

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

### Section 3 (SATP2 and MAP Assessments)

- I. Calculate the Transformed Score for the MAP assessments by using the following formulas:
  - To transform a MAP Algebra I Score:  
Student's MAP Algebra I Scale Score – 403 points
  - To transform a MAP English II Score:  
Student's MAP English II Scale Score – 405 points
- II. Calculate the student's composite (combined) score by determining the average score across all four assessments.

Test	Score	Transformation	Transformed Score
Algebra I (MAP)	1048	$1048 - 403 =$	645
English II (MAP)	1049	$1049 - 405 =$	644
Biology I (SATP2)	652		652
U.S. History (SATP2)	644		644

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

### Section 4 (SATP2, PARCC, and MAP Assessments)

- I. Calculate the Transformed Score for the PARCC and MAP assessments by using the following formulas:
  - To transform a PARCC Algebra I Score:  
Student's PARCC Algebra I Scale Score – 78 points
  - To transform a PARCC English II Score:  
Student's PARCC English II Scale Score – 80 points
  - To transform a MAP Algebra I Score:  
Student's MAP Algebra I Scale Score – 403 points
  - To transform a MAP English II Score:  
Student's MAP English II Scale Score – 405 points



Calculate the student's composite (combined) score by determining the average score across all four assessments.

Test	Score	Transformation	Transformed Score
Algebra I (PARCC)	723	$723 - 78 =$	645
English II (MAP)	1049	$1049 - 405 =$	644
Biology I (SATP2)	652		652
U.S. History (SATP2)	644		644

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

Calculate the student's composite (combined) score by determining the average score across all four assessments.

Test	Score	Transformation	Transformed Score
Algebra I (MAP)	1048	$1048 - 403 =$	645
English II (PARCC)	724	$724 - 80 =$	644
Biology I (SATP2)	652		652
U.S. History (SATP2)	644		644

$$\text{Average Composite (Combined) Score} = \frac{645 + 644 + 652 + 644}{4} = \frac{2585}{4} = 646.25 = 646$$

## APPENDIX A-6

### APPENDIX A-6 GRADUATION REQUIREMENTS STANDARD 14 TRADITIONAL DIPLOMA

(Entering ninth graders in 2018-2019 and thereafter)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*. Enrollment in online courses listed in this book must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 24 Carnegie units as specified below. Student may earn one of the following endorsements to be added to the traditional diploma: Career and Technical Endorsement, Academic Endorsement, and/or Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II
MATHEMATICS	4 <sup>2</sup>	Algebra I
SCIENCE	3 <sup>3</sup>	Biology I
SOCIAL STUDIES	3½	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Economics <sup>5</sup> ½ Mississippi Studies <sup>6</sup>
PHYSICAL EDUCATION	½ <sup>7</sup>	½ Physical Education
HEALTH	½ <sup>8</sup>	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>9</sup>	
THE ARTS	1 <sup>10</sup>	
COLLEGE- and CAREER-READINESS	1 <sup>11</sup>	
ELECTIVES	5½	
TOTAL UNITS REQUIRED	24 <sup>12&amp;13</sup>	

**APPENDIX A-6 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>1</sup>Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.



**APPENDIX A-6 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half ( $\frac{1}{2}$ ) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half ( $\frac{1}{2}$ ) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half ( $\frac{1}{2}$ ) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

<sup>7</sup>The graduation requirement for one-half ( $\frac{1}{2}$ ) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

<sup>8</sup>Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health.

<sup>9</sup>The following courses meet the Carnegie unit requirement for Technology or Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Technology Foundations, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section. Digital Media may be accepted in lieu of the art requirement for students.

<sup>11</sup>The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four-year sequence and the student completes all four years.

**APPENDIX A-6 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>12</sup>Additional requirements above the 24 Carnegie Units and the assessment requirements include:

- Students must identify an endorsement area prior to entering 9<sup>th</sup> grade. Endorsement requirements can only be changed with parental permission this includes dropping the endorsement to earn only the Traditional diploma.
- For early release, students must meet College- and Career-Readiness benchmarks of 17 in English and 19 in Math on the ACT sub-score OR earn a Silver level on the ACT WorkKeys suite of assessments. For seniors that have not meet the benchmarks, to qualify for early release (work release) students must meet the following requirements:
  - Have a GPA of 2.5 and have passed or meet the assessment option requirements for all four end-of-course assessments
  - Are on track to meet the diploma requirements
  - Are concurrently enrolled in the appropriate Essentials for Math and/or Essentials for College Literacy

<sup>13</sup> Additional recommendations (not requirements) above the 24 Carnegie Units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement
- Student should take a math or math equivalency senior year



**APPENDIX A-7**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*. Enrollment in online courses listed in this book must have prior approval granted by the principal.

In order to earn the Career and Technical Endorsement, a student must complete the minimum graduation requirements as specified below, meet the requirements for each of the required high school assessments and complete all career and technical endorsement additional requirements. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with a Career and Technical Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II
MATHEMATICS	4 <sup>2</sup>	Algebra I
SCIENCE	3 <sup>3</sup>	Biology I
SOCIAL STUDIES	3½	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Economics <sup>5</sup> ½ Mississippi Studies <sup>6</sup>
PHYSICAL EDUCATION	½ <sup>7</sup>	½ Physical Education
HEALTH	½ <sup>8</sup>	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>9</sup>	
THE ARTS	1 <sup>10</sup>	
COLLEGE- AND CAREER-READINESS	1 <sup>11</sup>	
CAREER and TECHNICAL	4	
ELECTIVES	3½	
TOTAL UNITS REQUIRED	26 <sup>12&amp;13</sup>	

**APPENDIX A-7 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>1</sup>Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.



**APPENDIX A-7 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half ( $\frac{1}{2}$ ) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half ( $\frac{1}{2}$ ) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half ( $\frac{1}{2}$ ) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

<sup>7</sup>The graduation requirement for one-half ( $\frac{1}{2}$ ) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

<sup>8</sup>Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ( $\frac{1}{2}$ ) Carnegie unit in Health.

<sup>9</sup>The following courses meet the Carnegie unit requirement for Technology and Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Technology Foundations, Information & Communication Technology, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section. Digital Media may be accepted in lieu of the art requirement for students.

<sup>11</sup>The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four-year sequence and the student completes all four years.

<sup>12</sup>Additional requirements above Traditional Diploma Option and the 26 Carnegie Units and the assessment include:

- Earn an overall GPA of 2.5
- Earn silver level on ACT WorkKeys
- Must successfully complete **one** of the following:
  - One CTE dual credit
  - A Career Pathway Experience
  - Earn a State Board of Education approved national credential

<sup>13</sup>Additional recommendations (not requirements) above 26 Carnegie Units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement
- Student should take a math or math equivalency senior year

**APPENDIX A-8**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA with an ACADEMIC ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3. Enrollment in online courses listed in this book must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met requirements for each of the required high school assessments is eligible to receive a high school diploma. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with an Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II Two additional English Courses above English II
MATHEMATICS	4 <sup>2</sup>	Algebra I Two additional Math Courses above Algebra I
SCIENCE	3 <sup>3</sup>	Biology I Two additional science courses above Biology I
SOCIAL STUDIES	3½	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Economics <sup>5</sup> ½ Mississippi Studies <sup>6</sup>
PHYSICAL EDUCATION	½ <sup>7</sup>	½ Physical Education
HEALTH	½ <sup>8</sup>	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>9</sup>	
THE ARTS	1 <sup>10</sup>	
COLLEGE- and CAREER-READINESS	1 <sup>11</sup>	
ELECTIVES	7½	Must Include 2 advanced electives of the College Preparatory curriculum requirements (See Appendix C.)
TOTAL UNITS REQUIRED	26 <sup>12&amp;13</sup>	



<sup>1</sup>Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least two (2) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

**APPENDIX A-8 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA with an ACADEMIC ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

<sup>7</sup>The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

<sup>8</sup>Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

<sup>9</sup>The following courses meet the Carnegie unit requirement for Technology and Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Technology Foundations, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section. Digital Media may be accepted in lieu of the art requirement for students.

<sup>11</sup>The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four-year sequence and the student completes all four years.

<sup>12</sup>Additional requirements above the Traditional Diploma Option, the 26 Carnegie Units and the assessment requirements include:

- Earn an overall GPA of 2.5
- Courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Earn MS college readiness benchmarks (ACT sub scores of 17 in English and 19 in Math or completion of

appropriate Essentials of College Math or Essentials of College Literacy with an 80 or above (in senior year) or on the SAT as defined by IHL

**APPENDIX A-8 (Continued)**

**GRADUATION REQUIREMENTS**

**STANDARD 14**

**TRADITIONAL DIPLOMA with an ACADEMIC ENDORSEMENT**

**(Entering ninth graders in 2018-2019 and thereafter)**

- 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 dual credit course and earn a C or higher in the course

<sup>13</sup>Additional recommendations (not requirements) above 26 Carnegie Units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement.
- Student should take a math or math equivalency senior year



**APPENDIX A-9  
GRADUATION REQUIREMENTS  
STANDARD 14**

**TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT  
(Entering ninth graders in 2018-2019 and thereafter)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3. Enrollment in online courses listed in this book must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 28 Carnegie units as specified below to earn a Traditional Diploma with a Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	English I English II Two additional English Courses above English II
MATHEMATICS	4 <sup>2</sup>	Algebra I Two additional Math Courses above Algebra I
SCIENCE	4 <sup>3</sup>	Biology I Two additional science courses above Biology I
SOCIAL STUDIES	4	1 World History <sup>4</sup> 1 U.S. History <sup>4</sup> ½ U.S. Government <sup>4</sup> ½ Economics <sup>5</sup> ½ Mississippi Studies <sup>6</sup>
PHYSICAL EDUCATION	½ <sup>7</sup>	½ Physical Education
HEALTH	½ <sup>8</sup>	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 <sup>9</sup>	
THE ARTS	1 <sup>10</sup>	
COLLEGE- and CAREER-READINESS	1 <sup>11</sup>	
ELECTIVES	8	Must Include two IHL advanced electives Must meet College Preparatory Curriculum (CPC) (See Appendix C.)
TOTAL UNITS REQUIRED	28 <sup>12&amp;13</sup>	

**APPENDIX A-9 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>1</sup>Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

<sup>2</sup>Carnegie units earned for Compensatory Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least two (2) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8<sup>th</sup> grade or 9<sup>th</sup> grade students. Foundations of Algebra shall only be available for 9<sup>th</sup> grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

<sup>3</sup>For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

<sup>4</sup>Based on the 2018 Mississippi College and Career Readiness Standards for Social Studies, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.



**APPENDIX A-9 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>5</sup>Carnegie units earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics. AP Macroeconomics, AP Microeconomics, DC Principles of Macroeconomics, or DC Principles of Microeconomics may be accepted in lieu of the required Economics course.

<sup>6</sup>The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

<sup>7</sup>The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

<sup>8</sup>Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

<sup>9</sup>The following courses meet the Carnegie unit requirement for Technology and Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Technology Foundations, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Exploring Computer Science, AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, and Computer Science and Engineering.

<sup>10</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section. Digital Media may be accepted in lieu of the art requirement for students.

<sup>11</sup>The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four year sequence and the student completes all four years.

**APPENDIX A-9 (Continued)**  
**GRADUATION REQUIREMENTS**  
**STANDARD 14**  
**TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT**  
**(Entering ninth graders in 2018-2019 and thereafter)**

<sup>12</sup>Additional requirements above the Traditional Diploma Option, the 28 Carnegie Units and the assessment requirements include:

- Earn an overall GPA of 3.0
- Courses must meet MS IHL CPC recommended requirements
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or on the SAT as defined by IHL.
- 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 dual credit course earning a B or higher in the course

<sup>13</sup>Additional recommendations (not requirements) above 28 Carnegie Units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement
- Student should take a math or math equivalency senior year

**APPENDIX A-10  
GRADUATION REQUIREMENTS  
ALTERNATE DIPLOMA OPTION**

**NOTE: This option may be offered by districts for incoming ninth graders of 2018-2019 for students with significant cognitive disabilities.**

Only students identified by their Individualized Education Program Committee as having a significant cognitive disability, as defined by the Testing Students with Disabilities Regulations and State Board Policy Chapter 78, Rule 78.1, may be eligible to earn the Alternate Diploma. Each student graduating from a secondary school in an accredited school district with the Alternate Diploma will have earned the required credits as specified in the following table. Contents of each required and elective course must include the core objectives identified in the State Board approved Alternate Academic Achievement Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi. See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3. Students with significant cognitive disabilities enrolled in grades 7 – 12 may be awarded a credit provided the course content is a credit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual.

Any student with a significant cognitive disability who completes the minimum graduation requirements as specified below and has achieved a score (to be determined) or higher on each of the required high school alternate assessments is eligible to receive an Alternate Diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CREDITS	REQUIRED SUBJECTS
ENGLISH	4	Alternate English I-IV
MATHEMATICS	4	Alternate Math I-III, Alternate Algebra
SCIENCE	2	Alternate Biology Alternate Science II
SOCIAL STUDIES	2	Alternate History Alternate Social Studies
HEALTH	$\frac{1}{2}$	Alternate Health
PHYSICAL EDUCATION	$\frac{1}{2}$ <sup>1</sup>	Physical Education
CAREER READINESS	4 <sup>2</sup>	Career Readiness I-IV
LIFE SKILLS DEVELOPMENT	4	Life Skills Development I-IV
THE ARTS	1	
ELECTIVES	2 <sup>3</sup>	
TOTAL UNITS REQUIRED	24	

**APPENDIX A-10 (Continued)**  
**GRADUATION REQUIREMENTS**  
**ALTERNATE DIPLOMA OPTION**

**NOTE: This option may be offered by districts for incoming ninth graders of 2018-2019 for students with significant cognitive disabilities.**

<sup>1</sup>Elective units in physical education include participation in interscholastic athletic activities, band, performance choral, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

<sup>2</sup>Evidence of proficiency in technology is embedded in the course strands for both Career Readiness and Life Skills Development so that students with significant cognitive disabilities may be taught these skills within the natural environment assuring greater application and generalization of the skills.

<sup>3</sup>Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy



**GRADUATION REQUIREMENTS STANDARD 14**

**Certificate of Completion**

Note: This option may be offered by districts for incoming freshmen beginning in school year 2018-2019.

A Certificate of Completion is not a high school diploma or an Alternate Diploma, but rather an acknowledgement of the student's participation in and completion of his/her Individualized Education Program (IEP). Students eligible to receive a Certificate of Completion must fall into one (1) the following categories:

1. Students without a Significant Cognitive Disability at the end of 8<sup>th</sup> grade who:
  - Are 16 years old or older; AND
  - At least 3 or more grade levels below their peers in reading and math; AND
  - Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.
2. Students with a Significant Cognitive Disability at the end of 8<sup>th</sup> grade who:
  - Have extremely limited or no receptive and expressive communication skills AND
  - Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.
3. Students with or without a Significant Cognitive Disability at the end of their third school year of high school (6 semesters) who:
  - Have not earned at minimum of 3 English credits, 3 math credits, 2 science credits, 2 social studies credits, and 5 electives; AND
  - Have a signed statement from the parent and student that they do not wish for the student to be given services through age 20 and understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma; AND
  - Have evidence of 3 or more years of intensive intervention to earn Carnegie Unit bearing courses (Or Alternate Diploma Course Credits for students with a Significant Cognitive Disability). Evidence could include, but is not limited to:
    - Progress monitoring data from reading intervention programs or math intervention programs
    - Documentation of accommodations and modifications provided in the general education courses and assessments
    - Course schedules outlining dedicated time for intervention.

The student's IEP committee determines the course of study for the Certificate of Completion. Areas of instruction should be developed based on the needs of the individual student. Course work could include, as appropriate for the student:

- Intensive remediation in deficit area skills
- Career preparation courses
- Life skills courses

Students earning the certificate of completion must have completed at least four years of high school or be at least 19 years of age at the time of graduation.

All students are required to participate in the Mississippi Academic Assessment Program.

## APPENDIX B

### REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL

#### STANDARD 26

(Ending in School Year 2020-2021)

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I	1	5
	English II	1	
	English III	1	
	English IV	1	
	Essentials for College Literacy	1	
MATHEMATICS	Algebra I	1	5
	Geometry	1	
	Algebra II	1	
	Essentials for College Math	1	
	Elective Mathematics Courses	1	
SCIENCE	Biology I	1	6
	Chemistry	1	
	Physics	1	
	Elective Science Courses <sup>1</sup>	3 <sup>1</sup>	
SOCIAL STUDIES	U.S. History	1	4
	U.S. Government	½	
	Mississippi Studies	½	
	World History	1	
	Economics	½	
	Intro to Geography	½	
TECHNOLOGY OR COMPUTER SCIENCE	Any one credit from the following: Technology Foundations; Information and Communication Technology (ICT) II; Science, Technology, Engineering, and Mathematics (STEM); <b>Keystone</b> ; Project Lead The Way (PLTW) Computer Science Essentials; PLTW Introduction to Computer Science; PLTW Introduction to Engineering; Exploring Computer Science; Cyber Foundations I; Cyber Foundations II; Computer Science and Engineering; AP Computer Science Principles	1	1
HEALTH/PHYSICAL EDUCATION	Contemporary Health	½	1
	Physical Education	½	
THE ARTS <sup>2</sup>	Any approved course	1	1
FAMILY & CONSUMER SCIENCE	Family Dynamics	½	½
CAREER & TECHNICAL	Any combination of CTE courses <sup>4</sup>	4 <sup>4</sup>	4



	At least one (1) accelerated course in each of the four (4) core areas. Mathematics Science Language Arts Social Studies	1 1 1 1	4
ELECTIVES	Foreign Language (IHL) or Advanced World Geography (IHL) Any other Elective	1 1	2
TOTAL UNITS REQUIRED			33½

<sup>1</sup>Two (2) of the three (3) elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, Science of Agricultural Environment, Healthcare & Clinical Services I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Agriculture and Natural Resources I & II, and Robotics/Engineering I & II.

<sup>2</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section.

<sup>3</sup>Accelerated courses include Advanced Placement (AP), Cambridge Advanced International Certificate of Education (AICE), International Baccalaureate Diploma Program (IB), and dual credit courses listed with the prefixes BIO, CHE, ELA, HIS, and MAT in Appendix V of the current *Procedures Manual for the State of Mississippi Dual Enrollment and Accelerated Programs* document.

**APPENDIX B-1**

**REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL  
STANDARD 26**

Effective Beginning in School Year  
2021-2022

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I	1	5
	English II	1	
	English III	1	
	English IV	1	
	Essentials for College Literacy	1	
MATHEMATICS	Algebra I	1	5
	Geometry	1	
	Algebra II	1	
	Essentials for College Math	1	
	Elective Mathematics Courses	1	
SCIENCE	Biology I	1	6
	Chemistry	1	
	Physics	1	
	Elective Science Courses <sup>1</sup>	3	
SOCIAL STUDIES	U.S. History	1	3½
	U.S. Government	½	
	Mississippi Studies	½	
	World History	1	
	Economics	½	
TECHNOLOGY OR COMPUTER SCIENCE	Any one credit from the following: Technology Foundations; Information and Communication Technology (ICT) II; Science, Technology, Engineering, and Mathematics (STEM); Project Lead The Way (PLTW) Computer Science Essentials; PLTW Introduction to Computer Science; PLTW Introduction to Engineering; Exploring Computer Science; Cyber Foundations I; Cyber Foundations II; AP Computer Science Principles	1	1
HEALTH/PHYSICAL EDUCATION	Contemporary Health	½	1
	Physical Education	½	
THE ARTS <sup>2</sup>	Any approved course	1	1
COLLEGE AND CAREER READINESS	College and Career Readiness	1	1
CAREER & TECHNICAL	Any combination of CTE courses	4	4

ACCELERATED COURSES <sup>3</sup>	At least one (1) accelerated course in each of the four (4) core areas; mathematics, science, English language arts, and history	4	4
ELECTIVES	Any other Advanced Elective defined by the IHL College Preparatory Curriculum, as noted in Appendix C	2	2
TOTAL UNITS REQUIRED			33½

<sup>1</sup>Two (2) of the three (3) elective science units may be offered through the following courses: Concepts of Agriscience; Science of Agricultural Plants; Science of Agricultural Animals; Science of Agricultural Environment; Aquaculture; Healthcare & Clinical Services I & II; Forestry I & II; Horticulture I & II; Agriculture and Natural Resources I & II; or Robotics/Engineering I & II.

<sup>2</sup>The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please reference the current *Approved Courses for the Secondary Schools of Mississippi* manual's Arts section or the Mississippi Online Course Approval (MOCA) section.

<sup>3</sup>Accelerated courses include Advanced Placement (AP), Cambridge Advanced International Certificate of Education (AICE), International Baccalaureate Diploma Program (IB), and dual credit courses listed with the prefixes BIO, CHE, ELA, HIS, and MAT in Appendix V of the current *Procedures Manual for the State of Mississippi Dual Enrollment and Accelerated Programs* document.

## APPENDIX C-1

### FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS (COLLEGE PREPARATORY CURRICULUM)

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

The minimum <b>REQUIRED</b> CPC for full admission into a Mississippi public university is as follows:	The minimum <b>RECOMMENDED</b> CPC for full admission into a Mississippi public university is as follows:
<b>English: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>	<b>English: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>
<b>Mathematics: 3 Carnegie units</b> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (2 units)</li> </ul>	<b>Mathematics: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (3 units)</li> </ul>
<b>Science: 3 Carnegie units</b> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (2 units)</li> </ul>	<b>Science: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (3 units)</li> </ul>
<b>Social Studies: 3 Carnegie units</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>World History</li> <li>U.S. Government (½ unit)</li> <li>Economics (½ unit) or Introduction to World Geography (½ unit)</li> </ul>	<b>Social Studies: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>World History</li> <li>U.S. Government (½ unit)</li> <li>Economics (½ unit)</li> <li>Introduction to World Geography (½ unit)</li> <li>Mississippi Studies (or state/local government course in any other state)</li> </ul>
<b>Arts: 1 Carnegie unit</b> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>	<b>Arts: 1 Carnegie unit</b> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>
<b>Advanced Electives: 2 Carnegie units</b> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and Advanced World Geography</li> <li>Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course</li> </ul>	<b>Advanced Electives: 2 Carnegie units</b> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and Advanced World Geography</li> <li>Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course</li> </ul>



**APPENDIX C-1 (Continued)**  
**FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS**  
**(COLLEGE PREPARATORY CURRICULUM)**

<p><b>Technology: ½ Carnegie unit</b></p> <ul style="list-style-type: none"> <li>A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.</li> </ul>	<p><b>Technology: ½ Carnegie unit</b></p> <ul style="list-style-type: none"> <li>A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.</li> </ul>
<b>Total Carnegie units: 16½</b>	<b>Total Carnegie units: 19½</b>
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li><b>Pre-High School units:</b> Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.</li> <li><b>Substitutions:</b> Advanced Placement (AP) and International Baccalaureate (IB) courses can be substituted for each requirement in the College Preparatory Curriculum.</li> <li><b>Course Acceptance:</b> A course may not be used to satisfy more than one requirement.</li> <li>The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees. The Mississippi Department of Education maintains the MDE Secondary Course Manual with CPC Classifications.</li> </ul>	

**IHL Board Policy §602.B. FULL ADMISSION**

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

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; **OR**
2. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16 or higher on the ACT\* (Composite); **OR**
3. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT\* (Composite);
4. **OR** NCAA Division I standards for student-athletes who are "full-qualifiers" or "academic redshirts" are accepted as equivalent to the admission standards established by the Board.

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

**IHL Board Policy §608. INTERMEDIATE COURSES**

- A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18, or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi

**APPENDIX C-1 (Continued)**  
**FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS**  
**(COLLEGE PREPARATORY CURRICULUM)**

Department of Education approved mathematics transitional course with a grade of “80” or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.

- B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18, or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18, or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate Reading.
- D. Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 hours.
- E. Intermediate courses may be delivered through a co-requisite model coupled with a credit bearing gateway course.
- F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution’s Chief Academic Officer or designee.

**APPENDIX C-1 (Continued)**  
**FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS**  
**(COLLEGE PREPARATORY CURRICULUM)**

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

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

IHL, 05/09/18

A secondary math equivalency chart is provided below.

**Equivalency Curriculum Chart for Secondary Mathematics**

Traditional Model	Cambridge
Algebra I	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence
Geometry	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence
Algebra II	Cambridge IGCSE Mathematics II or Cambridge Mathematics II Extended Sequence



## APPENDIX C-2

### FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS (COLLEGE PREPARATORY CURRICULUM)

*Begins with incoming students of 2022.*

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

The minimum REQUIRED CPC for full admission into a Mississippi public university is as follows:	The minimum RECOMMENDED CPC for full admission into a Mississippi public university is as follows:
<b>English: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>	<b>English: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>
<b>Mathematics: 4 Carnegie Units</b> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (2 units)</li> </ul>	<b>Mathematics: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (3 units)</li> </ul>
<b>Science: 3 Carnegie units</b> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (2 units)</li> </ul>	<b>Science: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (3 units)</li> </ul>
<b>Social Studies 3 ½ Carnegie Units</b> <ul style="list-style-type: none"> <li>Units must include integrated courses of social sciences and humanities promoting civic competence.</li> </ul>	<b>Social Studies: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Units must include integrated courses of social sciences and humanities promoting civic competence.</li> </ul>
<b>Arts: 1 Carnegie unit</b> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>	<b>Arts: 1 Carnegie unit</b> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>
<b>Advanced Electives: 2 Carnegie units</b> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and one unit from Option 3</li> <li>Option 3: Any combination of advanced electives above the required Carnegie units in: (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE). (2) Completion of any two-year Career and Technical course may</li> </ul>	<b>Advanced Electives: 2 Carnegie units</b> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and one unit from Option 3</li> <li>Option 3: Any combination of advanced electives above the required Carnegie units in: (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE). (2) Completion of any two-</li> </ul>

count as one unit. Example: completion of both Health Sciences I & II will count as an advanced elective.	year Career and Technical course may count as one unit. Example: completion of both Health Sciences I & II will count as an advanced elective.
<b>Technology or Computer Science Course: 1 Carnegie Unit</b> <ul style="list-style-type: none"> <li>• A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.</li> <li>• A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing.</li> <li>• Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.</li> </ul>	<b>Technology or Computer Science Course: 1 Carnegie Unit</b> <ul style="list-style-type: none"> <li>• A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.</li> <li>• A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing.</li> <li>• Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.</li> </ul>
<b>Total Carnegie units: 18 ½ Carnegie Units</b>	<b>Total Carnegie units: 20 Carnegie Units</b>
<b>Notes:</b> <ul style="list-style-type: none"> <li>• The required CPC for full admission aligns with the course recommendations for the Mississippi Department of Education Academic Endorsement.</li> <li>• The recommended CPC for full admission aligns with the course recommendations for the Mississippi Department of Education Distinguished Endorsement.</li> <li>• <b>Pre-High School units:</b> Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.</li> <li>• <b>Substitutions:</b> Advanced Placement (AP), International Baccalaureate (IB), Academic or Career and Technical Dual Credit (DC), and Advanced International Certificate of Education (AICE) courses may be substituted for each requirement in the College Preparatory Curriculum</li> <li>• <b>Course Acceptance:</b> A course may not be used to satisfy more than one requirement.</li> </ul> <p>The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees. The Mississippi Department of Education maintains the MDE Secondary Course Manual with CPC Classifications.</p>	



**APPENDIX C-2**  
**FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS**  
**(COLLEGE PREPARATORY CURRICULUM)**  
*Begins with incoming students of 2022.*

**IHL Board Policy §602.B. FULL ADMISSION**

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

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; **OR**
2. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16 or higher on the ACT\* (Composite); **OR**
3. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT\* (Composite); **OR**
4. NCAA Division I standards for student-athletes who are "full-qualifiers" or "academic redshirts" are accepted as equivalent to the admission standards established by the Board.

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

**IHL Board Policy §608. INTERMEDIATE COURSES**

- A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18, or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education approved mathematics transitional course with a grade of "80" or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.
- B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18, or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18, or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate Reading.
- D. Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which

## APPENDIX C-2

### FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS (COLLEGE PREPARATORY CURRICULUM) *Begins with incoming students of 2022.*

they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 hours.

- E. Intermediate courses may be delivered through a co-requisite model coupled with a credit bearing gateway course.
- F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution's Chief Academic Officer or designee.

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

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Jackson State University	17	17	17
Mississippi State University	17	19	17
Mississippi University for Women	17	19	17
Mississippi Valley State University	17	20	17
University of Mississippi	17	19	17
University of Southern Mississippi	20	20	17

IHL, 05/09/18

A secondary math equivalency chart is provided below.

**Equivalency Curriculum Chart for Secondary Mathematics**

Traditional Model	Cambridge
Algebra I	Cambridge IGCSE Mathematics I or Cambridge 9 <sup>th</sup> Core Mathematics Extended Sequence
Geometry	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence
Algebra II	Cambridge IGCSE Mathematics II or Cambridge Mathematics II Extended Sequence

**MISSISSIPPI OCCUPATIONAL DIPLOMA  
STANDARD 14.4**

**SENIORS OF SCHOOL YEAR 2008-2009**  
(Ending with entering ninth graders in 2016-2017)

In accordance with Miss. Code Ann. § 37-16-11(2), the State Board of Education has approved criteria for an occupational diploma for students with disabilities who entered the 9th grade prior to the 2017-2018 school year. The Mississippi Occupational Diploma will no longer be an option for students with disabilities beginning with students entering 9th grade in the 2017-2018 school year. The Mississippi Occupational Diploma provides an option for students with disabilities that emphasizes high expectations in both academics and work experiences. The primary postgraduate goal for these students is competitive employment.

- The decision regarding participation in the Mississippi Occupational Diploma program will be made by the student's Individualized Education Program (IEP) committee, which must include a school counselor. Instructional program and diploma options are to be reviewed annually by the IEP committee and revisions made as necessary.
- The Mississippi Occupational Diploma program may be implemented in any Least Restrictive Environment deemed appropriate by the IEP committee. Students in the occupational diploma program may earn credits by successfully completing course work selected from the general education curriculum and/or special education courses as agreed upon by the student's IEP committee.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must earn a minimum of 21 course credits and complete an occupational diploma portfolio containing a collection of evidence of the student's knowledge, skills, and abilities.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must successfully complete a two (2) year Career/Technical (Vocational) Program. In lieu of completing a two-year Career/Technical (Vocational) Program, students with disabilities may document a minimum of five hundred forty (540) hours of successful, paid or unpaid employment, paid or unpaid internships, or paid or unpaid apprenticeships.
- Prior to graduation, an exit IEP committee meeting must be held to evaluate accomplishment of the goals and objectives on the IEP and the completion of all requirements for the Mississippi Occupational Diploma. At this meeting, the student will present the completed Mississippi Occupational Diploma Portfolio for review by the IEP committee.
- The final Mississippi Occupational Diploma Portfolio will be reviewed and approved prior to graduation by the principal or a designee.

For additional details, see the State Board of Education approved guidelines for the Mississippi Occupational Diploma at <https://www.mdek12.org/OSE/IP>.

## **APPENDIX B**



**Kemper County School District  
District Parent and Family Engagement Policy  
2021-2022**

In support of strengthening student academic achievement, Kemper County School District, receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means of carrying out the requirements of the Every Students Succeeds Act (ESSA) Section 1116. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school. The policy establishes the school's or district's expectations for parent and family engagement and describes how the school will implement several specific parental and family engagement activities.

**Vision:** Through unity and excellence, the Kemper County School District (KCSD) will be a high performing school district by providing a quality education that builds student success.

**Mission:** Our mission is to provide a quality education for the children that attend Kemper County Schools. We believe that a good education is necessary for good citizenship in a democracy.

**District Strategic Plan:** Parent and family engagement is addressed in the Kemper County School District's Strategic Plan as an integral part of the district's efforts to improve and enhance student academic outcomes.

**District Strategic Goal 3:** Enhance School Environment to promote, advocate and nurture a climate that drives opportunities for learning for all stakeholders.

The KCSD will increase parent and family engagement by ensuring the following:

- Opportunities are provided for parents and families to become active participants in the education of their children
- Keep parents, families, and communities informed of current topics that impact student outcomes
- Encourage parents, families and the community to collaborate with the district on making decisions that impact student outcomes.

**District Expectations:**

The KCSD agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement and engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children including those identified with special populations.
- Consistent with section 1116 the school district will work with its schools to ensure that the required school-level parental engagement policy and plans meet the requirement of section 1116 of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116 of ESSA.
- The school district will incorporate this district wide parental involvement policy into its LEA Strategic Plan developed under section 1116 of ESSA.
- In carrying out the Title I, Part A parental and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1116 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



- If the LEA plan for Title I, Part A, developed under section 1116 of ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Mississippi Department of Education.
  - The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
  - The school district will be governed by the following statutory definition of parental and family engagement expects all Title I schools to carry out programs, activities and procedures in accordance to the definition: Parent and family engagement means that participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:
    - That parents play an integral role in assisting their child's learning
    - That parents are encouraged to be actively involved in their child's education at school;
    - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
    - The carrying out of their activities, such as those described in section 1116 of ESSA.
1. The KCSD will take the following actions to involve parents in the joint development of its district wide parent and family plan under section 1112, and the process of school review and improvement under section 1116 of the ESSA.
    - Reserve not less than one (1%) of its total Title I, Part A allocation to implement its parent and family engagement plan
    - Parents serve as team members to assist with the revision of the parent and family engagement plan and to assist with planning, review, and revision of district improvement plans
    - Host an annual district meeting at the district level to explain programs and activities provided in the district
    - Ensure that schools conduct surveys annually to solicit input from all parents
    - Meet at least once each semester to discuss strengths, weaknesses, and concerns of instructional programs in the district and make revisions as needed
    - Ensure that each school has a planning team that involves parents in the process of school review and improvements and to assist with the review and revision of school parent and family engagement policy and parent/school compact.
    - The district will provide parents with state and district test results when the data becomes available. Parents may discuss results during open house and at the schools with their child's teacher(s).
  2. The KCSD will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
    - The district will ensure that each school offer workshops throughout the year and at flexible times.
    - Ensure that each school receives funds to assist with school activities and workshops for parents and families.
    - The district will schedule time each semester (1<sup>st</sup> & 3<sup>rd</sup> nine weeks) to hold annual parent conference days to provide an opportunity to meet one on one to meet with their child's teacher.

- Technical assistance will be provided to all Title I schools through school site visits, phone/e-mails, leadership team meetings, and administrative meetings.
3. The KCSD will coordinate and integrate parent and family engagement strategies in Part A with parent and family engagement strategies under the following other programs: {such as: Public Preschool Programs, Head Start,} by:
    - Hosting orientation sessions for parents of children entering prekindergarten and kindergarten from Head Start and public pre-school programs.
    - Collaborating and sharing information with Head Start and other preschool institutions within the district.
    - Inviting Head Start and other preschool institutions within the district to participate in or attend events hosted by the KCSD such as the annual District Parent and Family Engagement Night hosted each fall.
  4. The KCSD will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its involvement policies.
    - The district will ensure that evaluations are completed on all workshop or parent activities held at the school sites.
    - The district will ensure that schools evaluate the effectiveness of their parental involvement policy or program annually.
    - The district will ensure that each building principal be responsible evaluations taking place at the school site.
    - The district will ensure that evaluations be conducted through a variety of methods including: focus groups, surveys, etc....
    - Results of the evaluation will be reviewed by schools and revisions or changes will be made in the policy or plan
    - Parents will have the opportunity to make written comments or verbal comments on the effectiveness of the policy.
  5. The KCSD will assist schools in building the capacity for strong parental involvement by:
    - A. The school district will ensure that each Title I school assists parents in understanding the following topics: The State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators to improve the achievement of their child.
      - The district will ensure that each school convene an annual meeting at a convenient time to explain state content standards, student achievement standards, academic assessments, requirements of Title I, Part A, how to monitor child's progress, and how to work with educators.
      - The district will ensure that each school offer workshops throughout the year and at flexible times.
    - B. The school district will ensure that each Title I school provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Ensure that schools provide parent brochures/pamphlets to parents with strategies to work with their children
  - Ensure that schools provide workshops/seminars for parents on strategies or ways to work with children
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- The district will ensure that each school provide training with staff on the importance of parents and the vital role that parents play in the educational process.
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- The district will ensure that the schools form partnerships and communicate with directors of programs to include them in the decision making process and to include these groups in school hosted functions
  - Organize and participate in joint transition of Headstart students, and other early Childhood programs.
- E. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- The district will ensure that newsletters, brochures, and information will be written at a level for easy reading
  - Home visits may be conducted in an effort to establish rapport with families in an effort to determine how to best respond to the unique needs of families.

Dear parents or guardians,

Please use the space below for comments or suggestions for the district parent and family engagement policy.

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Kemper County Schools  
District Parental Involvement Policy

This District Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I Part A.

**KEMPER COUNTY LOWER ELEMENTARY  
TITLE I  
SCHOOL PARENTAL AND FAMILY ENGAGEMENT POLICY/PLAN  
2021-2022**

Kemper County Lower Elementary believes that our public schools belong to the people of the district, and strong efforts will be made to involve parents and the community in the preparation of students. Active parental and community involvement enhances and ensures high expectations and standards in the education arena. Through active parent participation and increased knowledge, more understanding and support for the education process is solicited from the home and community. Kemper County Lower Elementary as well as local school sites will provide opportunities and encourage parents to become actively involved in the learning process of their children.

Kemper County Lower Elementary will take the following actions to encourage parental involvement in the schools.

**Policy Involvement**

- Hold an annual meeting, at a convenient time, to explain the requirements of the written parental involvement policy and to distribute the policy to parents
- Offer a number of meetings or services at various times of the day to encourage parental involvement, i.e. morning, evenings, Saturdays
- Involve the parents in the planning, review and improvement of the parental involvement policy and plan
- Provide parents timely information about parental involvement programs
- Provide parents with a description and explanation of the school's curriculum
- Provide parents with a description and explanation of the forms of academic assessment used to measure student progress
- Provide parents with a description and explanation of the proficiency levels students are expected to meet
- Inform parents of how Kemper County Lower Elementary participates in the Title I program, and the components of a school wide plan
- Involve parents in the planning, review, and improvement of the school wide plan
- Provide regular meetings for parents to offer suggestions and to participate in decisions relating to the education of their children
- Submit parents' comments on the school wide program plan to the district if parents do not find the plan to be satisfactory

**Shared Responsibilities for Improving High Student Academic Achievement**

- Kemper County Lower Elementary will jointly develop, with parents, a school-parent compact that outlines how parents, school staff and students will share responsibility for improved student achievement
- The compact will describe the school's responsibility to provide high quality curriculum and instruction, and parents responsibility for supporting their children's learning
- The compact will address the importance of communication between teachers and parents through conferences and reports to parents on children's progress
- The compact will address parents having reasonable access to staff, opportunities to volunteer and observe classroom activities

**Building Capacity for Involvement and Engagement**

- Assist parents in understanding the State's academic content standards, student academic achievement standards and academic assessments
- Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parental engagement

- Educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents
- Coordinate and integrate parental engagement programs and activities with other organizations such as Headstart, other preschool programs, special education programs, and the local community college in the district
- Ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and language that parents can understand
- Provide reasonable support for parental engagement activities as parents may request

#### **Accessibility**

- Provide opportunities for the participation of parents with English learners, parents with disabilities, and parents of migratory children, and provide information and school report cards in a format and language that parents understand

#### **Information from Parent Information and Resource Centers**

- Each school will inform parents and parent organizations of the existence and purpose of their Parent Information and Resource Center

#### **Evaluation Methods**

Conduct an annual evaluation of the content and effectiveness of the parent engagement policy to identify ways of improving the academic quality of the school and determine barriers to greater participation particularly by parents who are economically disadvantaged, disabled, have English Learners, limited literacy, or are of any racial or ethnic minority background.

- Use a survey to conduct an annual evaluation of the parent involvement program at the end of the school year and use findings to plan strategies for more effective parent engagement and make any needed revisions to the parent engagement policy.
- Parents will be given evaluation forms to complete after all parent involvement activities throughout the year to assess the effectiveness of activities and make adjustments as needed to plan more effective activities.

This policy was developed jointly with, and agreement with, and will be distributed to parents of participating children.

Dear Parents,

Please use the space below for comments or suggestions for improving the school parental engagement policy.

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**Kemper County Lower Elementary  
School/Teacher/Student/Parent/Compact  
2021-2022**

We know that learning can take place only when there is a combination of effort, interest, and motivation. Because we are all committed to your child's progress in school, we are going to do our best to promote his/her achievement.

This agreement has been jointly developed and agreed upon by the school, parents, students and school staff. This agreement outlines how we will share responsibility for improving student academic achievement.

**Parent/Guardian Agreement**

**It is important that my child achieve. Therefore, I shall try to do the following:**

- Provide my child with the necessary supplies for school. (ex. pencils, paper, tablets, rulers, calculators)
- See that my child is on time and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Set a time for homework and review it regularly.
- Teach social skills to promote positive interaction with all.
- Stay aware of what my child is learning.
- Return signed report cards/compacts and attend parent conferences and meetings.
- Read with my child and let my child see me read.

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 with an attitude focused on learning.
- Come to school each day with school supplies. (ex. pencils, paper, tablets, rulers, calculators)
- Do assigned class work and homework.
- Follow the rules of student conduct.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Teacher Agreement**

**It is important that students achieve. Therefore, I shall strive to do the following:**

- Have high expectations for all students.
- Provide homework assignments for students that will reinforce high-quality classroom instruction.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing frequent student progress reports to parents.
- Use special activities in the classroom to make learning enjoyable.
- Determine the student's educational needs and adjust instruction to accommodate those needs.
- Provide a **"Parent-Friendly, Open-Door"** environment.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

**School Responsibility**

**I support this form of parent engagement. Therefore, I shall strive to do the following:**

- Have high expectation and respect for teacher, students, staff, and parents.
- Provide a safe and appealing environment that allows for positive communication between the teacher, parent and student on an ongoing basis.
- Provide a **"Family-Friendly, Open-Door"** policy.
- Provide teachers with new information, ongoing training and new resources to help supply students with high-quality curriculum and instruction.
- Provide tutorial and other intervention programs to assist children in a timely manner.
- Hold parent/teacher conferences to discuss the school compact.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment.
- Provide parents with reasonable access to staff, to volunteer, participate and observe in the child's class.

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

**KEMPER COUNTY UPPER ELEMENTARY**  
**TITLE I**  
**SCHOOL PARENTAL AND FAMILY ENGAGEMENT POLICY/PLAN**  
**2021-2022**

Kemper County Upper Elementary believes that our public school belongs to the people of the district, and strong efforts will be made to involve parents and the community in the preparation of students. Active parental and community involvement enhances and ensures high expectations and standards in the education arena. Through active parent participation and increased knowledge, more understanding and support for the education process is solicited from the home and community. Kemper County Upper Elementary will provide opportunities and encourage parents to become actively involved in the learning process of their children.

Kemper County Upper Elementary will take the following actions to encourage parental involvement in the schools.

**Policy Involvement**

- Hold an annual meeting, at a convenient time, to explain the requirements of the written parental involvement policy and to distribute the policy to parents
- Offer a number of meetings or services at various times of the day to encourage parental involvement, i.e. morning, evenings, Saturdays
- Involve the parents in the planning, review and improvement of the parental involvement policy and plan
- Provide parents timely information about parental involvement programs
- Provide parents with a description and explanation of the school's curriculum
- Provide parents with a description and explanation of the forms of academic assessment used to measure student progress
- Provide parents with a description and explanation of the proficiency levels students are expected to meet
- Inform parents of their school's participation in the Title I program, and the components of a school wide plan
- Involve parents in the planning, review, and improvement of the school wide plan
- Provide regular meetings for parents to offer suggestions and to participate in decisions relating to the education of their children
- Submit parents' comments on the school wide program plan to the district if parents do not find the plan to be satisfactory

**Shared Responsibilities for Improving High Student Academic Achievement**

- Kemper County Upper Elementary will jointly develop, with parents, a school-parent compact that outlines how parents, school staff and students will share responsibility for improved student achievement
- The compact will describe the school's responsibility to provide high quality curriculum and instruction, and parents responsibility for supporting their children's learning
- The compact will address the importance of communication between teachers and parents through conferences and reports to parents on children's progress
- The compact will address parents having reasonable access to staff, opportunities to volunteer and observe classroom activities

**Building Capacity for Involvement and Engagement**

- Assist parents in understanding the State's academic content standards, student academic achievement standards and academic assessments
- Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parental engagement
- Educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents



- **Coordinate and integrate** parental involvement programs and activities with other organizations such as Headstart, other preschool programs, special education programs, and the local community college in the district
- Ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and language that parents can understand
- Provide reasonable support for parental engagement activities as parents may request

#### **Accessibility**

- Provide opportunities for the participation of parents with English Learners, parents with disabilities, and parents of migratory children, and provide information and school report cards in a format and language that parents understand

#### **Information from Parent Information and Resource Centers**

- Kemper County Upper Elementary will inform parents and parent organizations of the existence and purpose of their Parent Information and Resource Center

#### **Evaluation Methods**

Conduct an annual evaluation of the content and effectiveness of the parent engagement policy to identify ways of improving the academic quality of the schools and determine barriers to greater participation particularly by parents who are economically disadvantaged, disabled, have English Learners, limited literacy, or of any racial or ethnic minority background.

- Use a survey to conduct an annual evaluation of the parent involvement program at the end of the school year and use findings to plan strategies for more effective parent engagement and make any needed revisions to the parent engagement policy.
- Parents will be given evaluation forms to complete after all parent and family engagement activities throughout the year to assess the effectiveness of activities and make adjustments as needed to plan more effective activities.

This policy was developed jointly with, and agreement with, and will be distributed to parents of participating children.

Dear Parents,

Please use the space below for comments or suggestions for improving the school parental engagement policy.

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**KEMPER COUNTY UPPER ELEMENTARY**  
**School/Teacher/Student/Parent/Compact**  
**2021-2022**

We know that learning can take place only when there is a combination of effort, interest, and motivation. Because we are all committed to your child's progress in school, we are going to do our best to promote his/her achievement. Our Mission is to provide a quality education to the students that attend Kemper County Upper Elementary.

This agreement has been jointly developed and agreed upon by the school, parents, students and school staff. This agreement outlines how we will share responsibility for improving student academic achievement.

**Parent/Guardian Agreement**

**It is important that my child achieve. Therefore, I shall try to do the following:**

- Provide my child with the necessary supplies **for the school year** (ex. pencils, paper, tablets, rulers, calculators)
- See that my child is on time and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Set a time for homework and review it regularly.
- Teach social skills to promote positive interaction with all.
- Stay aware of what my child is learning.
- Return signed report cards/compacts and attend parent conferences and meetings.
- Read with my child and let my child see me read.

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 with an attitude focused on learning.
- Come to school each day with school supplies. (ex. pencils, paper, tablets, rulers, calculators)
- Do assigned class work and homework.
- Follow the rules of student conduct.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Teacher Agreement**

**It is important that students achieve. Therefore, I shall strive to do the following:**

- Have high expectations for all students.
- Provide homework assignments for students that will reinforce high-quality classroom instruction.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing frequent student progress reports to parents.
- Use special activities in the classroom to make learning enjoyable.
- Determine the student's educational needs and adjust instruction to accommodate those needs.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

**School Responsibility**

**I support this form of parent engagement. Therefore, I shall strive to do the following:**

- Have high expectation and respect for teacher, students, staff, and parents.
- Provide a safe and appealing environment that allows for positive communication between the teacher, parent and student on an ongoing basis.
- Provide a **"Family-Friendly, Open-Door"** policy.
- Provide teachers with new information, ongoing training and new resources to help supply students with high-quality curriculum and instruction.
- Provide tutorial and other intervention programs to assist children experiencing difficulty.
- Hold parent/teacher conferences to discuss the school compact.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment.
- Provide parents with reasonable access to staff, to volunteer, participate and observe in the child's class.

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

## KEMPER COUNTY HIGH/KEMPER COUNTY MIDDLE



### **TITLE I SCHOOL PARENTAL AND FAMILY ENGAGEMENT POLICY/PLAN 2021-2022**

Kemper County High School believes that our public schools belong to the people of the district, and strong efforts will be made to involve parents and the community in the preparation of students. Active parental and community involvement enhances and ensures high expectations and standards in the education arena. Through active parent participation and increased knowledge, more understanding and support for the education process is solicited from the home and community. The Central Office as well as local school sites will provide opportunities and encourage parents to become actively involved in the learning process of their children.

The district will ensure that the schools take the following actions to encourage parental involvement in the schools.

#### **Policy Involvement**

- Hold an annual meeting, at a convenient time, to explain the requirements of the written parental involvement policy and to distribute the policy to parents
- Offer a number of meetings or services at various times of the day to encourage parental involvement, i.e. morning, evenings, Saturdays
- Involve the parents in the planning, review and improvement of the parental involvement policy and plan
- Provide parents timely information about parental involvement programs
- Provide parents with a description and explanation of the school's curriculum
- Provide parents with a description and explanation of the forms of academic assessment used to measure student progress
- Provide parents with a description and explanation of the proficiency levels students are expected to meet
- Inform parents of their school's participation in the Title I program, and the components of a school wide plan
- Involve parents in the planning, review, and improvement of the school wide plan
- Provide regular meetings for parents to offer suggestions and to participate in decisions relating to the education of their children
- Submit parents' comments on the school wide program plan to the district if parents do not find the plan to be satisfactory

#### **Shared Responsibilities for Improving High Student Academic Achievement**

- Each school will jointly develop, with parents, a school-parent compact that outlines how parents, school staff and students will share responsibility for improved student achievement
- The compact will describe the school's responsibility to provide high quality curriculum and instruction, and parents responsibility for supporting their children's learning
- The compact will address the importance of communication between teachers and parents through conferences and reports to parents on children's progress
- The compact will address parents having reasonable access to staff, opportunities to volunteer and observe classroom activities

#### **Building Capacity for Involvement and Engagement**

- Assist parents in understanding the State's academic content standards, student academic achievement standards and academic assessments

- Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parental involvement
- Educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents
- Coordinate and integrate parental engagement programs and activities with other organizations such as Headstart, other preschool programs, special education programs, and the local community college in the district
- Ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and language that parents can understand
- Provide reasonable support for parental engagement activities as parents may request

#### **Accessibility**

- Provide opportunities for the participation of parents with English Learners, parents with disabilities, and parents of migratory children, and provide information and school report cards in a format and language that parents understand

#### **Information from Parent Information and Resource Centers**

- Each school will inform parents and parent organizations of the existence and purpose of their Parent Information and Resource Center

#### **Evaluation Methods**

Conduct an annual evaluation of the content and effectiveness of the parent engagement policy to identify ways of improving the academic quality of the schools and determine barriers to greater participation particularly by parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background.

- Use a survey to conduct an annual evaluation of the parent engagement program at the end of the school year and use findings to plan strategies for more effective parent engagement and make any needed revisions to the parent engagement policy.
- Parents will be given evaluation forms to complete after all parent and family engagement activities throughout the year to assess the effectiveness of activities and make adjustments as needed to plan more effective activities.

This policy was developed jointly with, and agreement with, and will be distributed to parents of participating children.

Dear Parents,

Please use the space below for comments or suggestions for improving the school parental engagement policy. **Please sign and return this policy to KEMPER COUNTY HIGH SCHOOL/KEMPER COUNTY MIDDLE SCHOOL**

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**School-Teacher-Student-Parent Compact**  
2021-2022

We know that learning can take place only when there is a combination of effort, interest, and motivation. Because we are all committed to your child's progress in school, we are going to do our best to promote his/her achievement.

This agreement has been jointly developed and agreed upon by the school, parents, students and school staff. This agreement outlines how we will share responsibility for improving student academic achievement.

**Parent/Guardian Agreement**

**It is important that my child achieve. Therefore, I shall try to do the following:**

- Provide my child with the necessary supplies for school. (ex. pencils, paper, tablets, rulers, calculators)
- **See that my child is on time and attends school regularly and wears school uniform properly.**
- Support the school in its efforts to maintain proper discipline.
- Set a time for homework and review it regularly.
- Teach social skills to promote positive interaction with all.
- Stay aware of what my child is learning.
- **Return signed report cards/compacts and attend parent conferences and meetings.**
- Read with my child and let my child see me read.

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 and wears school uniform properly.**
- Come to school with an attitude focused on learning.
- Come to school each day with school supplies. (ex. pencils, paper, tablets, rulers, calculators)
- Do assigned class work and homework.
- Follow the rules of student conduct.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Teacher Agreement**

**It is important that students achieve. Therefore, I shall strive to do the following:**

- Have high expectations for all students.
- Provide homework assignments for students that will reinforce high-quality classroom instruction.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing frequent student progress reports to parents.
- Use special activities in the classroom to make learning enjoyable.
- Determine the student's educational needs and adjust instruction to accommodate those needs.
- Provide a **"Parent-Friendly, Open-Door"** environment.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

**School Responsibility**

**I support this form of parent engagement. Therefore, I shall strive to do the following:**

- Have high expectation and respect for teacher, students, staff, and parents.
- Provide a safe and appealing environment that allows for positive communication between the teacher, parent and student on an ongoing basis.
- Provide a **"Family-Friendly, Open-Door"** policy.
- Provide teachers with new information, ongoing training and new resources to help supply students with high-quality curriculum and instruction.
- Provide tutorial and other intervention programs to assist children in a timely manner.
- Hold parent/teacher conferences to discuss the school compact.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment.
- Provide parents with reasonable access to staff, to volunteer, participate and observe in the child's class.

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Acceptable Use Policy

The Acceptable Use Policy for Kemper County School District is a legal and binding document. Each user that accesses the computer system and related technologies will be informed that he/she is accessing the property of the Kemper County School District and it is intended for educational purposes. Users agree to the terms and conditions of the Internet Acceptable Use Policy. Users agree to avoid any violation of state or federal laws. Users are alerted that they are entitled to no expectation of privacy in their use of this computer and access of the Internet, and related technologies. Users' computer usage and Internet access may be monitored at any time for unacceptable and illegal use. Cyberbullying through the use of the Internet and related technologies to harm other people in a deliberate, repeated, and hostile manner will not be tolerated. The Acceptable Use Policy must be dated and signed annually by the student, student's parent and any teacher, administrator, staff, parent or community member using computers on campus.

## Overview

The Kemper County School District is compliant with the Children's Internet Protection Act (CIPA). CIPA is a federal law enacted by Congress in December 2000 to address concerns about access in schools and libraries to the Internet and other information. Among many other things, it calls for schools and libraries to have in place electronic filters to prevent children from accessing and viewing inappropriate Internet content. For any school or library that receives discounts for Internet access or for internal connections, CIPA imposes certain requirements. The Kemper County School District receives these discounts for Internet Access through the E-Rate program and is therefore in compliance with CIPA.

## Personal Safety

- Users will not disclose, use, disseminate or divulge personal and/or private information about himself/herself, minors or any others including personal identification information, etc.
- The Kemper County School District will not disclose personal information about students on websites – such as their full name, home, or email address, telephone number, and social security number.
- Users will immediately report to the Kemper County School authorities any attempt of other Internet users to inappropriate conversations or personal contact, or cyberbullying.

## Illegal and/or Unacceptable Usage

- User agrees not to access, transmit or retransmit any material(s) in furtherance of any illegal act or conspiracy to commit any illegal act in violation of local, state, or federal law or regulations and/or school district policy.
- User shall not access, transmit, or retransmit: threatening, harassing, or obscene material, pornographic material, or material protected by trade secret, and/or any other material that is inappropriate to minors. User shall not transmit or retransmit copyrighted materials unless authorized. User shall not plagiarize copyrighted materials.
- User shall not access, transmit, or retransmit any material that promotes violence or the destruction of persons or property by devices including, but not limited to, the use of firearms, explosives, fireworks, smoke bombs, incendiary devices, or other similar materials.
- User shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.
- User shall not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive.
- User shall not access, transmit or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
- User shall not access, transmit or retransmit information that harasses another person or causes distress to another person.

- User shall not access the Internet and related technologies to engage in cyberbullying by harming other people in a deliberate, repeated, and hostile manner.

### **System Resource Limits**

- User shall only use the Kemper County School District system for educational and career development activities and limited, high quality self-discovery activities as approved by Kemper County School District faculty for a limited amount of time per week.
- User agrees not to download large files unless it is absolutely necessary. If absolutely necessary to download large files, user agrees to download the file at a time when the system is not being heavily used.
- User agrees not to post chain letters or engage in “spamming” (that is, sending an annoying or unnecessary message to large numbers of people).
- User agrees to immediately notify his/her teacher or other school administrator should user access inappropriate information. This will assist in protecting user against a claim of intentional violation of this policy.

### **User Rights**

- User shall have the responsibility to use computer resources for academic purposes only. Therefore, as mandated by CIPA, filtering will be utilized on all computers accessing the Internet. The only exception will be for academic research by a staff member with the approval of school administration.
- Kemper County School District will fully cooperate with local, state, or federal officials in any investigation related to illegal activities conducted through the user’s Internet account.
- Under no conditions should a user provide his/her password to another person or use another person’s password.
- User should not expect files stored on a school-based computer to remain private. Authorized staff will periodically inspect folders and logs of network usage will be kept at all times. Routine review and maintenance of the system may indicate that a user has violated this policy, school codes, municipal law, state law or federal law. Parents of minor users shall have the right to inspect the contents of user’s files.
- Individual schools within the district may create additional guidelines and procedures consistent with this policy. Such guidelines and procedures will be appropriate for the electronic information resources being used and the students served at the school.
- Use of the Internet is a privilege, not a right. Unacceptable and/or illegal use may result in denial, revocation, suspension and/or cancellation of the user’s privileges, as well as disciplinary action imposed by school officials.
- The school district may include a process for the student to appeal the decision to deny, suspend, revoke or cancel Internet privileges.

### **Consequences for Failure to follow Terms and Conditions of AUP**

- There will be consequences for any user who fails to follow Kemper County School District and school guidelines and policies.
- The consequences may include paying for damages, denial of access to technology, detention, suspension, expulsion or other remedies applicable under the school disciplinary policy, and state or federal law. At the discretion of Kemper County School District, law enforcement authorities may be involved and any violations of state and/or federal law may result in criminal or civil prosecution.

### **Signatures**

- I have read the Kemper County School District Internet Appropriate Use Agreement. I understand and will abide by the terms and conditions as stated.
- I understand that some Internet violations are unethical and may constitute a criminal offense resulting in legal action. I understand that access to the Internet will be supervised by Kemper County School District



personnel and that provisions of the agreement will be reviewed with students. I further understand that the Kemper County School District is not responsible for the actions of individual users or the information they may access.

Employee, Student, or Community Member Name (please print) \_\_\_\_\_

Employee, Student, or Community Member Signature \_\_\_\_\_

Date \_\_\_\_\_

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use – setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring information and media.

Parent Name (please print) \_\_\_\_\_

Parent Signature \_\_\_\_\_

Name of Student (please print) \_\_\_\_\_

Date \_\_\_\_\_

# **CIPA POLICY**

## **Internet Safety Policy**

### **Kemper County School District**

It is the policy of **Kemper County School District** to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

#### **Definitions**

Key terms are as defined in the Children's Internet Protection Act.

#### **Access to Inappropriate Material**

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

#### **Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the **Kemper County School District** online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

#### **Education, Supervision and Monitoring**

It shall be the responsibility of all members of the **Kemper County School District's** staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21<sup>st</sup> Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of The Technology Director or designated representatives.

The **Kemper County School District** or designated representatives will provide age-appropriate training for students who use the **Kemper County School District's** Internet facilities. The training provided will be designed to promote the **Kemper County School District's** commitment to:

1. The standards and acceptable use of Internet services as set forth in the **Kemper County School District's** Internet Acceptable Use Policy;
2. Student safety with regard to:
  1. safety on the Internet;
  2. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
  3. cyberbullying awareness and response.
3. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

### **Adoption**

This Internet Safety Policy was adopted by the Board of the **Kemper County School District** at a public meeting, following normal public notice, on May 10, 2012.

## **Mississippi Administrative Procedure for Complaints or Appeals under the No Child Left Behind Act of 2001 (NCLB)**

### **What must be included in a complaint?**

Every complaint must try to be resolved at the Local Education Agency (LEA). A letter must be submitted to the local school board with a written description of the complaint.

When a complaint cannot be resolved at the LEA level, the complaint must be submitted in writing to the Mississippi Department of Education, Federal Programs Office. Persons issuing verbal complaints will be asked to complete a written complaint form prior to any official investigation, or assisted with the completion of the complaint form.

The complaint must include the name and address of the person submitting the complaint and a description of the complaint. The complaint must also include a statement which assures that to the best of the complainant's knowledge, the agency has violated a requirement of a federal statute or regulation that applies to an applicable program. In addition, the facts on which the statement is based and the specific requirement allegedly violated must be included.

### **Where should a complaint be sent?**

Complaints should be sent to the Bureau Director, Office of Federal Programs. The mailing address is: Mississippi Department of Education, Office of Federal Programs, Suite 111 Central High School, Post Office Box 771, Jackson, Mississippi 39205-0771. The office may also be contacted via telephone at (601) 359-3499.

### **What happens to complaints after they are received by the Federal Programs Office?**

#### **A. Complaint Review**

- a. In the first level of review, a complaint shall be answered by the Bureau Director, with assistance from staff.
- b. The Bureau Director shall determine whether additional information is necessary, if so appropriate program staff will notify the agency involved, and conduct an on-site review investigating the complaint.
- c. The Bureau Director shall determine whether additional information is necessary. If there are serious violations, verified after the on-site review, then the information gathered will be forwarded to other appropriate offices or organizations.
- d. Once the investigation has been completed, the Federal Programs Office will issue a letter stating the findings of facts. The letter stating the findings of fact shall be mailed no later than 60 calendar days from the date the Federal Programs Office receives the complaint in writing.
- e. If areas of noncompliance are found, corrective action will be required and timelines for completion indicated. All parties will be informed of the areas of noncompliance and the required corrective actions.
- f. The Federal Programs Office may extend the 60-day timeline, if exceptional circumstances exist. Examples of exceptional circumstances may be, but not limited to:
  - ☐ The complexity of the issues;
  - ☐ The need for additional information; and/or
  - ☐ The unavailability of any of the necessary parties.

#### **B. Appeals**

- a. An individual may appeal an administrative determination of the Bureau Director. The individual must submit the appeal in writing to the address above. The appeal must be postmarked no later than 25 calendar days after the date the Bureau Director's determination is made.

b. A final decision on the complaint shall be made after consulting with the State Superintendent of Education or designee.

c. The State Superintendent of Education shall provide written notification to the individual who submitted the complaint about the disposition of the complaint no later than 30 days after final action.

d. The complainant has the right to request the Secretary of Education to review the decision of the State Department of Education. This review is at the Secretary's discretion.

e. In matters involving violations of section 9503 (participation of private school children), the complainant has the right to request the Secretary of Education to review the decision of the Mississippi State Department of Education. The Secretary will follow the procedures in section 9501(b). For additional information on complaint procedures for participation of private school children, visit:

<http://www.ed.gov/policy/elsec/leg/esea02/pg111.html#sec9503>.

### **SEC. 9503. COMPLAINT PROCESS FOR PARTICIPATION OF PRIVATE SCHOOL CHILDREN**

#### **(a) PROCEDURES FOR COMPLAINTS**

The Secretary shall develop and implement written procedures for receiving, investigating, and resolving complaints from parents, teachers, or other individuals and organizations concerning violations of section 9501 by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity. The individual or organization shall submit the complaint to the State educational agency for a written resolution by the State educational agency within a reasonable period of time.

#### **(b) APPEALS TO SECRETARY**

The resolution may be appealed by an interested party to the Secretary not later than 30 days after the State educational agency resolves the complaint or fails to resolve the complaint within a reasonable period of time. The appeal shall be accompanied by a copy of the State educational agency's resolution, and a complete statement of the reasons supporting the appeal. The Secretary shall investigate and resolve the appeal not later than 120 days after receipt of the appeal.

## **TITLE III, PART A (ENGLISH LEARNERS)**

### **English Learners and Immigrant Youth**

The Mississippi Department of Education (MDE) provides statewide leadership in promoting high quality education for English Learners (EL) and immigrant youth.

#### **Definition of English Learner (EL)**

An EL is a student:

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

#### **Definition of Immigrant**

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.

The purpose of the Title III program is to ensure that English Learners children, including Immigrant children and youth, master English and meet the same rigorous standards for academic achievement as all children are expected to meet, including meeting challenging State academic content and student academic achievement standards by developing high-quality language instruction educational programs.

#### **Registration procedures:**

The only requirement for registration of a student is an immunization record and proof of residency in the district. The district may ask parents for additional information that is helpful in meeting the student’s educational need, but will not inappropriately withhold the student from school for any amount of time due to the lack of this additional information including birth certificate and social security card.

#### **Social Security Numbers**

Children without social security cards will be enrolled in school. The school will generate a nine-digit number of MSIS for those students who do not have a social security card at registration.

Educational decision making for English language learners requires procedures for identification, assessment, and proper program placement. Collaborative planning among teachers, administrators, counselors, and parents to determine the processes and timelines for identification and assessment, placement, program implementation and evaluation, and the reclassification and/or exit status is essential for the success of English language learners.

The Mississippi Department of Education (MDE) in conjunction with federal guidelines regarding English Learners provide the guidance school districts need to identify, assess, place and review program effectiveness.

A screening will be conducted within the first two weeks after the identification to determine the English Language proficiency of the student. The level includes entering, beginning, developing, expanding, and bridging. The assessment is administered by the District Testing Coordinator or other designated trained personnel.

## **HOMELESS CHILDREN AND YOUTH IN KEMPER COUNTY PUBLIC SCHOOLS**

### **Procedures for enrolling homeless students**

**The McKinney-Vento Homeless Education Assistance Act assures preschool-aged, school-aged children and unaccompanied youth certain rights.**

#### **Definition:**

The McKinney-Vento Acts defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

Children and youth who are:

Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up)

Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;

Living in emergency or transitional shelters;

Abandoned in hospitals; or  
Awaiting foster care placement

Children and youth who have primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings;

Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

Migratory children who qualify as homeless because they are in circumstances described above

Unaccompanied youth includes homeless students not in physical custody of a parent or guardian.

#### **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.

### **Procedures for Identifying a Homeless Student**

A student may be considered homeless if:

The student indicates a homeless status at the time of enrollment

An affidavit of residency or McKinney-Vento Referral Form indicate that the arrangement is temporary due to necessity (due to loss of housing, economic hardship, or a similar reason)

The school may not deny, delay, or transfer enrollment solely because a student is homeless, or because a homeless student is unable to produce school, medical, or residency records.

A school enrolling, or about to enroll, a homeless student shall:

Immediately enroll the student, regardless of the availability of educational and/or immunization records:

- (1) If a student attempts to register without a parent/guardian, effort should be made to contact the parent/guardian.
- (2) The homeless student may not be barred from enrollment due to lack of immunization until an effort has been made to obtain records. If records cannot be obtained, assistance should be provided in getting the student properly immunized.
- (3) If a birth certificate is not available, the student should be registered. Department of Human Services may be contacted to assist in obtaining a copy of the birth certificate.
- (4) The student will be identified as homeless in MSIS. Make a reasonable effort to verify that the child is homeless.

Contact the school last attended to obtain relevant academic and other records;

- (1) If student records cannot be obtained or records are not available, an educational record (cumulative folder) will be developed. In these cases, an academic diagnostic test may be administered to assist in the determination of the student's skill levels and appropriate placement.
- (2) Priority shall be given in evaluations of homeless students suspected of having a disability.

- Provide free meals within one day after the student enrolled. If necessary, assistance will be provided for completion of free and reduced lunch forms.
- Provide access to the same services comparable to those offered to other students in the school which the homeless student attends such as:
  - Transportation services
  - Educational services
  - School nutrition programs
  - Vocational and technical programs
  - Extra-curricular and enrichment activities
- Coordinate with and/or refer student to other community resources in offering assistance to the homeless student/family. Assistance can be provided by the parent liaison, counselor and principal at each school.
- Contact the district homeless liaison, Patricia Grace at (601) 743-5419.

It is important that the academic and educational programs for children who are temporarily without a home are not different than those of the general student population.

### **Title I – Part C** **Education of Migratory Children** **Migrant Education Program**

#### **What is the Migrant Education Program?**

The Migrant Education Program is responsible for providing academic and supportive services to the children of families who migrate to find work in the agricultural and fishing industries.

#### **Definition of a Migrant Child:**

A migratory child is a child who is, 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 principal means of livelihood.

Federal Register, Part VII, July 3, 1995

**Program Purpose:** The purpose of the Migrant Education Program is to ensure that children of migrant workers have access to and benefit from the same free, appropriate public education, provided to other children.

**Program Goals:** The goals of the Migrant Education program are 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.

#### **The Purposes of the Migrant Education Program are to:**

Support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves;

Ensure that migrant children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;

Ensure that migrant children are provided with the appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;

Ensure that migrant children receive full and appropriate opportunities meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

Provide migrant students access to programs that will assist them to overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment.

**Administration:**

**The Migrant Education Program is administered by the following entities for the Mississippi Department of Education:**

Gabriella (Gabby) Davis, Director  
Mississippi Migrant Education Service Center (MMESC)  
Post Office Box 1575  
Mississippi State University  
Mississippi State, Mississippi 39762

**KEMPER COUNTY SCHOOL DISTRICT  
STUDENT PARENT HANDBOOK  
SIGNATURE PAGE**

I hereby certify by my signature that I have received, read, understand, and agree to abide by the terms of the Student/Parent Handbook and all other applicable policies as adopted by the Kemper County Board of Education.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

