### I - INSTRUCTIONAL PROGRAM

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>Instructional Program – Philosophy</td>
</tr>
<tr>
<td>IB</td>
<td>Instructional Program – Goals and Objectives</td>
</tr>
<tr>
<td>IC</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>ICB</td>
<td>Curriculum Development Planning</td>
</tr>
<tr>
<td>ICCA</td>
<td>Educational Survey</td>
</tr>
<tr>
<td>ICF</td>
<td>Curriculum Adoption</td>
</tr>
<tr>
<td>ID</td>
<td>Curriculum/Basic Instruction Program</td>
</tr>
<tr>
<td>IDA</td>
<td>District Strategic Plan</td>
</tr>
<tr>
<td>IDAA</td>
<td>Vocational Education</td>
</tr>
<tr>
<td>IDAC/JBBA</td>
<td>Kindergarten Students</td>
</tr>
<tr>
<td>IDBAA</td>
<td>Sex Education</td>
</tr>
<tr>
<td>IDCA</td>
<td>Summer School (Cf. AEBA)</td>
</tr>
<tr>
<td>IDC</td>
<td>Community Education Program</td>
</tr>
<tr>
<td>IDCH</td>
<td>Correspondence Courses</td>
</tr>
<tr>
<td>IDCI</td>
<td>Early Childhood Education Programs</td>
</tr>
<tr>
<td>IDD/JQA/DFC</td>
<td>Special Programs/Programs for Exceptional Children (also see JQ)</td>
</tr>
<tr>
<td>IDDC</td>
<td>Homebound Program</td>
</tr>
<tr>
<td>IDDCC</td>
<td>Evaluation &amp; Determination of Eligibility – Protection in Evaluation</td>
</tr>
<tr>
<td>IDDE</td>
<td>Driver Training</td>
</tr>
<tr>
<td>IDDF</td>
<td>Special Education Programs (also see all JQ policies)</td>
</tr>
<tr>
<td>IDDH</td>
<td>Title I</td>
</tr>
<tr>
<td>IDDHA</td>
<td>District Parental Involvement</td>
</tr>
<tr>
<td>IDDHAA</td>
<td>Parental Involvement Policy – Title I (also see JQA)</td>
</tr>
<tr>
<td>IDDHBA</td>
<td>Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act – Non-Discrimination</td>
</tr>
<tr>
<td>IDDI</td>
<td>Alternative School Program – GED</td>
</tr>
<tr>
<td>IDDIA</td>
<td>GED Option Program</td>
</tr>
<tr>
<td>IDEB</td>
<td>Band</td>
</tr>
<tr>
<td>IDF</td>
<td>Interscholastic Athletics (Also MDB)</td>
</tr>
<tr>
<td>IDFA/IE</td>
<td>Extension of Eligibility – Non-Retention of Students for School Activities – Red Shirting</td>
</tr>
<tr>
<td>IEE</td>
<td>General Policies Regarding Selection of Subjects</td>
</tr>
<tr>
<td>IEEA</td>
<td>Student Schedules – In-School Transfers</td>
</tr>
<tr>
<td>IFA</td>
<td>Reasonable Fees/Financial Harship Waiver</td>
</tr>
<tr>
<td>IFA/IFAE</td>
<td>Textbooks – Selection – Fines</td>
</tr>
</tbody>
</table>
IFAA: Procedures for the Selection of Instructional Media and for the Teaching of Controversial Issues in the Classroom

IFAAA: Abstinence-Only Education

IFAB/KNBA: Reconsideration of Instructional Materials (Also see KNBA)

IFB: Instructional Support Services

IFBA/GDB: Assistant Teacher Program

IFBD: Media Services/Libraries

IFBDAA: Internet Appropriate Use Policy (Student & Employee)

IFBE: Educational Television

IFC: Community Instructional Resources (Also KF; Cf. MB)

IFCB/KF: Field Trips

IH: Academic Achievement Improvement Act

IHA: Grading – Class Rankings – Promotion

IHAA: Examinations and Exemptions

IHAAA: Retaking of High School Courses (Carnegie Unit Credit Previously Earned)

IHAB: Report Cards

IHABA: Progress Reports

IHABB: Grade Reports to Administration – Failures Grade Distribution

IHAD/KM: Visitors and Parent Conferences (See KM)

IHb: Homework

IHCA: Honor Roll

IHE: Classification/Promotion/Retention

IHE/E: Education Works: The Mississippi Literacy-Based Promotion Act

IHE/EE: Speech/Language Screening/Grade 1

IHEA: Make-Up Schedule for Tests and Classroom Assignments Missed Because of Absences

IHEAA: Graduation Requirements for Regular Education Students

IHEAAA: Dual Enrollment

IHEAAAA: Distance Learning Collaborative Act of 2016

IHEB: Credit Recovery Policy

IHEBB: Conditions for Granting a High School Diploma to Students Who Withdrew Prior to Graduation

IHF: Graduation Requirements/Anomalous Students/SPED

IHG: Graduation Options for Students with Disabilities

IHH: Assignment of Student Grades

IHI: National Guard Basic Training Camp Elective

II: Testing Programs (Cf. IG, JGDA)

IIAA: Opting Out of State Testing

IIB: Statewide Subject Area Testing and Course Credit

IIC: Use and Dissemination of Test Results – Release of Test Data
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IKC</td>
<td>Religion in the Schools</td>
</tr>
<tr>
<td>IKI</td>
<td>Lesson Plans (Cf. GBRJ)</td>
</tr>
<tr>
<td>IKL</td>
<td>Daily Quiet Reflection Period, Display of the Motto of the United States</td>
</tr>
<tr>
<td>IKM</td>
<td>Veterans’ Diploma Program</td>
</tr>
</tbody>
</table>
Working together in an atmosphere of mutual respect dedicated to the provision of public education to all children of our community, and committed to the principle of the worth and dignity of the individual student, members of the professional staff of the Picayune School District hold several fundamental beliefs which lead us toward common goals.

We believe that we must work closely with parents and community agencies in the creation of good schools; that we must provide adequate, convenient, and attractive surroundings for learning; that our total instructional program must enable students to obtain an appropriate education to meet their abilities, need, and interests; that our professional staff must be qualified and able and must be supported by competent non-certified personnel; and that we must interpret the ideals of democracy to the students and to the adult community through both instruction and personal example.

We believe that each child is unique, influenced by those forces unique to his/her environment. It is the school’s responsibility to meet those individual needs. We are committed to the belief that the student is the most important entity around whom objectives are centered.

Our fundamental concerns are broadly centered in the areas of scholarship, citizenship, character, and personality development, preparation for social change, vocational planning, aesthetics, recreation, and evaluation.

We believe that we must help prepare the individual student to become a responsible, cooperating, contributing member of a democratic society by providing a challenging environment for academic work and continuing to develop skills in the traditional subject-matter fields through dedicated teaching and curriculum enrichment.

We will work to see that students receive equal educational opportunities, regardless of social position, physical condition, race, sex, socio-economic background, ability, thereby helping them to develop worthwhile attitudes, strengthen moral and spiritual values, learn more about themselves, and acquire skills and knowledge to make them self-sustaining.

We commit ourselves to the provision of harmonious relationships between teacher and student which will lead to the student’s expression of his/her own personality. We are also committed to the provision of special guidance in vocational planning and educational choices and to the development of cultural and aesthetic appreciations.

We recognize the need to strike a balance between performance and change, rejecting change for the sake of newness alone – but also reject adherence to the traditional merely because it is old and tried.

We will encourage a program of student activities, interscholastic competition of various kinds, and a broad range of exploratory experiences to extend our students’ interests.
We believe that we must apply various sound methods of evaluation to the development of the broad program of the Picayune School District, including an extensive testing program, efficient records system, conferences, and reports in a continuing evaluation of the Picayune School District.

We dedicate all the efforts of all employees to the educational needs and welfare of the children of our community and will establish a continuing course of improvements in the level of educational skills and abilities of all personnel through inservice training, post-graduate studies, staff development, and other acceptable methods.

We recognize our responsibilities to provide for the safety, health, and well-being of our students; to function as an integral part of the community we serve; to perform the professional tasks reasonably expected of educators; to observe and respect the legal rights of students, parents, and other educators; to maintain productive channels of communication with students, parents, and other educators, to help students achieve command of the fundamental skills and knowledge which are basic to all other learning; and to show a spirit of cooperativeness, adaptability, and dedication to achieving excellence in the quality of the educational programs of the Picayune School District.

As our students learn to use their abilities while choosing experiences that will be most helpful to them; as they learn to recognize and enjoy success while at the same time understanding their limitations; as they learn to accept the will of the majority while keeping their own beliefs – so we believe that we will carry out most effectively the mandate of the people we serve: to provide the best education we are able to provide for the young people of Picayune.
Statement of Philosophy

The Picayune School District is committed to developing, implementing, and maintaining more effective schools based on the best available research describing optimum conditions under which students learn.

Statement of Goals

Goal 1 The schools within the Picayune School District will provide a safe, orderly environment conducive to learning.

Goal 2 The instructional program within the Picayune School District will provide for sequential skill development.

Goal 3 Opportunities for learning will be provided for each student to achieve a maximum level of skill attainment.

Goal 4 The staff of the Picayune School District is committed to planning and providing for student success.

Goal 5 The Picayune School District will continually evaluate its educational practices relative to the expected outcomes of a data-based instructional program.
It is the policy of the Picayune School District Board of Trustees that curriculum incorporate the Mississippi State Department of Education Curriculum Frameworks. Local goals and objectives may be incorporated into the adopted curriculum frameworks.

A written curriculum shall be developed for each course or subject taught in the Picayune School District. The written curriculum shall be used by instructional staff and shall be monitored by school administrators. Curriculum guides shall be the basis of daily lesson plans.

Copies of curriculum guides shall be made available to all instructional staff. Copies of all curriculum guides shall be made available to the public in the office of the principal and/or library at each of school in the Picayune School District.

Student achievement shall be assessed on the objectives of each subject and course offered by the District. Mastery of subject and course objectives shall be the basis for determining student grades.

The selection of textbooks and other instructional materials shall be correlated with the adopted curriculum for each subject and course offered by the Picayune School District.

Annual school budgets shall reflect expenditures designed to facilitate delivery of instruction that supports the adopted curriculum for each subject and course offered by the Picayune School District.

An annual curriculum evaluation will be conducted by each of the schools in the Picayune School District. This evaluation shall be based on student achievement of the goals and objectives of the adopted curriculum.
It is the policy of the Picayune School District Board of Trustees that students be evaluated to determine their mastery of the objectives of the adopted curriculum of each subject and course offered by the Picayune School District. This student evaluation shall be used for instructional planning and decisions. Each teacher shall use formative and summative tests to evaluate student mastery of the objectives and shall report these results to parents in a timely manner.

The Picayune School District’s professional development plan shall include activities designed to improve the instructional program and to improve the delivery of instruction.
The Board of Trustees of the Picayune School District recognizes that educational research is at time necessary and desirable. The Board of Trustees further recognizes that various types of educational surveys may be required in conducting legitimate research projects and/or in setting educational goals. In order that all surveys affecting the Picayune School District shall be carried out with minimal disruption to the instructional program and so that only sound research will be conducted in the Picayune School District, no surveys shall be permitted in the Picayune School District without the prior written approval of the Superintendent or his/her designated representative.
No course of study shall be eliminated or new courses added without approval of the Board of Trustees. Neither shall any sharp alteration or reduction of a course of study occur without approval by the Board of Trustees.

The subjects taught for credit toward graduation shall be those required by the state accrediting standards and from among those approved for the secondary schools or a developmental course submitted to and approved by the Commission on School Accreditation.
Picayune School District policies governing curriculum and course requirements are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.

The district shall provide a curriculum which meets State Department of Education and Accreditation Commission requirements in compliance with standards in relation to such matters as staffing, instructional activities, length of school day/year, instructional time, etc.
The Picayune School District shall develop, implement, and supervise a Strategic Plan.

The Strategic Plan shall be submitted to the Board of Trustees for its consideration, revision, and approval.
Picayune School District policies governing vocational education are adopted by the Board of Trustees and published annually in student handbooks as official statements of the Picayune School District.
1. Mississippi law allows a child who is age-eligible to enroll in first grade even though he/she was not enrolled in Kindergarten during the previous school year.

2. A child who was eligible to enroll in Kindergarten in the previous school year but failed to do so can enroll in Kindergarten rather than the first grade in the current year if the parent makes such a request and the principal and/or other support personnel, after examining the facts, agree that Kindergarten grade placement is best for the child.

3. Retention may occur for a Kindergarten student only after there is (1) a strong recommendation from the teacher recommending retention; (2) a discussion with an agreement of the principal and/or other support personnel that retention is the best course of action; and (3) a conference with the parent.

4. A child who enrolls in first grade in the current school year but who performs poorly during the first few week may be assigned to Kindergarten for the remainder of the year. The same conditions as stated above must be followed, which include strong teacher recommendation and principal approval. A move of this nature must be given the most serious consideration before final action is taken.

5. The Attorney General has ruled that a school may enroll a student in the first grade if he/she is not age-eligible under Mississippi law, if the student completed a five-year-old Kindergarten program in another state last school year and has now moved to Mississippi. The Kindergarten must be accredited in that state and sufficient evidence must be shown to prove that the child successfully completed the Kindergarten program.

6. Any student who transfers from an out-of-state school whose state law provides for an enrollment date subsequent to September 1 may be enrolled if specific provisions of this statute are met.
Abstinence education, as defined in House Bill 1304 (1998), shall be the State standard for any sex-related education taught in the public schools.

Any course containing sex education offered in the public schools shall include instruction in abstinence education.

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

Nothing in this section shall apply to any biological science course or curriculum.

LEGAL REFERENCE: House Bill 1304 (1998)
The Picayune School District may offer Summer School Programs in compliance with the requirements of the Mississippi Commission on School Accreditation.

In grades 9-12 summer school courses will be counted for credit only when they are taken to make up credit in a class that the student has failed or a new course necessary for the student to graduate with his/her class. Students will not be allowed to take summer school courses in order to graduate early.

Picayune School District students who take summer school classes in other school districts to make up classes must have the prior approval of the Picayune Memorial High School principal in order to receive credit.

K-8 grade students may take extended school classes for remedial and/or enrichment work only.

A student who transfers into the Picayune School District may be given credit for summer school work that has been completed in another system. Such credit will not alter the requirements that he/she attend school eight semesters before graduation.

A maximum of one (1) unit may be earned during one summer session.

A maximum of four (4) units to count toward graduation may be earned in summer school.
The Board of Trustees of the Picayune School District fully endorses the concept of a community education program which will promote the lifelong educational pursuits of the citizens of the community at large. The Board of Trustees supports the development of a coordinated community education program, supervised by the Picayune School District and open to all residents of the area. The Board of Trustees accepts the responsibility for promoting community services through the community education program, for providing qualified and competent staff members, for supporting the coordination and expansion of existing programs, and for cooperating with other groups and agencies to avoid unnecessary duplication of services. The Board of Trustees will continue to support efforts to meet the needs, interests, and capabilities of the entire community.

Refunds

Refunds for Community Education classes will be made only when a class has to be cancelled by the program. Refunds will not be made for any other reason.
Picayune School District policies governing correspondence courses are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.
The Picayune School District may fund and operate voluntary early childhood education programs, defined as programs for children less than five (5) years of age on or before September 1, and to use any source of revenue for such early childhood education programs. Such programs shall not conflict with the Early Learning Collaborative Act of 2007.

LEGAL REFERENCE:  
S.B. No. 2314, 2009 Legislative Session  
09/SS01/R492.2  
Early Learning Collaborative Act of 2007
The following guidelines for Picayune School District physical education, health education and physical activity and fitness shall be established:

(a) Kindergarten through Grade 8: One hundred fifty (150) minutes per week of physical activity-based instruction and forty-five (45) minutes per week of health education instruction, as defined by the State Board of Education.

(b) Grades 9 through 12: One-half (½) Carnegie unit requirement in physical education or physical activity for graduation. Beginning with the 2015/2016 Ninth Grade class, an instructional component on the proper administration of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) shall be included as part of the physical education or health education curriculum. The curricula shall incorporate into the instruction the psychomotor skills necessary to perform cardiopulmonary resuscitation and use of an automated external defibrillator as follows:

(i) An instructional program developed by the American Heart Association or the American Red Cross;

(ii) An instructional program which is nationally recognized and is based on the most current national evidence-based Emergency Cardiovascular Care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator;

(iii) A licensed teacher shall not be required to be a certified trainer of cardiopulmonary resuscitation, to facilitate, provide or oversee such instruction for noncertification; and

(iv) Courses which result in a certification being earned must be taught by an authorized CPR/AED instructor.

For purposes of this paragraph (b), the term “psychomotor skills” means the use of hands-on practicing to support cognitive learning. Cognitive-only training does not qualify as “psychomotor skills.”

Legal Reference: Senate Bill No. 2185, Regular Session 2015
Special programs for exceptional children shall be established by the Superintendent as defined by the rules, regulations, and minimum standards of the Mississippi State Department of Education, federal law, and court interpretations.

The philosophy on which programs for exceptional children are to be established is based on the concept that every child shall have an opportunity to participate in an educational program so planned, adapted, and conducted as to provide each child with training and opportunity to take his/her rightful place in society.

Programs for exceptional children shall be provided to help them acquire to their maximum potential the attitudes and understanding, skills, abilities, knowledge, and know-how to function in society.

CROSS REFERENCE: Board Policy JQ – STUDENT-COMMUNITY RELATIONS
Information regarding policies governing the Homebound Program may be reviewed by contacting the Director of Exceptional Education.
**EVALUATION AND DETERMINATION OF ELIGIBILITY– IDDCC**

**PROTECTION IN EVALUATION**

All testing and evaluation materials and procedures used by Picayune School District Office of Exceptional Education personnel for assessment and placement will be (to the maximum extent possible with the current state of the art) selected and administered so as not to be racially or culturally discriminatory. The Picayune School District will assure that no child will be misclassified, misplaced, or unnecessarily identified as having a disability because of the inappropriate selection, administration, or interpretation of materials or procedures.

The Picayune School District Office of Exceptional Education will conduct a full and individual initial evaluation in accordance with the policies and procedures of the Mississippi Department of Education prior to the initial provision of special education and related services to a student with a disability. Following a referral from the Local Survey Committee for an initial evaluation, the Picayune School District will assure a comprehensive assessment is conducted. A re-evaluation will be conducted of each student with a disability in accordance with regulations of the Mississippi Department of Education. All initial evaluations and re-evaluations conducted by the district will be provided at no cost to the parent. The district’s procedures for implementation of this policy are those contained in the State regulations issued by the Mississippi Department of Education.
The Superintendent shall develop the driver education and training curriculum according to the rules and regulations established by the State Board of Education which will provide driver education training to eligible students of the Picayune School District.

“The State driver education and training program in secondary schools of this State...shall include a program of study for alcohol and safety education as it pertains to driver and highway safety and shall include instruction relating to organ and tissue donation and organ and tissue donation procedures, and shall include instruction on the litter laws of the State and the responsibilities of the driver and all passengers to dispose of litter in the proper container.”

(House Bill No. 463: Section §37-25-5, Mississippi Code of 1972)

LEGAL REFERENCE: House Bill No. 463
Section §37-25-5
Free Appropriate Public Education

It is the policy of the Picayune School District to provide a free appropriate public education to identified children who reside within the Picayune School District’s jurisdiction, ages three (3) through twenty (20) with a disability who, by reasons thereof, need special education and, as appropriate, related services as defined under Part B of the Individuals with Disabilities Education Act Amendments of 1997 (IDEA), Mississippi statutes, and the Mississippi Department of Education regulations. A free appropriate public education will be provided to students with disabilities residing within the jurisdiction of the district and who are enrolled in the Picayune School District. These services will be provided at no cost to the parent, meet the standards of the State Board of Education as set forth in State policies and procedures, and in conformity with a student’s Individualized Education Program (IEP).

Pre-school children who have been determined to have a disability under IDEA, Part B, shall be provided a free appropriate public education in accordance with an IEP no later than their third birthday. If the student’s birth date occurs during the summer months, the child’s IEP Committee shall determine the date when services under the IEP will begin. This date will be no later than the beginning of the next school year.

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

In accordance with Part B of the IDEA regulations, students with disabilities who have graduated from high school with a regular education diploma are not entitled to a free appropriate public education by the Picayune School District. For students who reach the age of twenty-one (21) during a school year, an IEP committee may be convened to determine the appropriateness of allowing the student to continue attending school for the remainder of the school year. Decisions will be made on a case-by-case basis. No student age twenty-one (21) or older is guaranteed the right to a Free Appropriate Public Education.

Individualized Education Plan

The Picayune School District will assure the development, implementation, review, maintenance, and revision of each special education student’s Individualized Education Plan (IEP) periodically but not less than annually. Educational placement decisions will be determined by a students’ IEP Committee, except when a school official has the authority under the IDEA, Part B, to remove a student with a disability from the student’s current placement due to a violation of school rules. The IEP must be reviewed/revised accordingly. District personnel will initiate and conduct IEP meetings to develop, review, and revise the IEP of a student residing within its
jurisdiction who is provided special education and related services in accordance with the regulations issued by the State Department of Education.

**Least Restrictive Environment**

Each child with a disability will be educated with children having no disabilities in his/her age range to the maximum extend appropriate, including children in public or private institutions or other care facilities. No special classes, separate schools, or other removal of children with disabilities from the regular educational environment will occur unless the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Children with disabilities will be afforded an equal opportunity to participate in non-academic and extracurricular services and activities. IEP Committees, when determining placement of each student with a disability, will utilize the policies and procedures issued by the Mississippi Department of Education.

**Extended School Year**

The Picayune School District will assure that Extended School Year (ESY) services are available as necessary to provide a free appropriate public education. ESY services are special education and related services that are provided to a child with a disability that meet the standards of the Mississippi Department of Education criteria in State regulations. Services, as appropriate, will be provided beyond the normal school year of the Picayune School District, in accordance with the student’s IEP, and at no cost to parents.

**Interagency Agreements**

The Picayune School District will establish local interagency agreements, as appropriate, to assure a free appropriate public education is provided to children with disabilities residing within the jurisdiction of the Picayune School District as required by federal and State rules and regulations.

**Performance Goals**

The Picayune School District will utilize the established performance goals and indicators established by the Mississippi Department of Education to assess the Picayune School District’s progress toward achieving those established goals.

**Full Educational Opportunities Goal**

The Picayune School District is committed to serving students with disabilities and hereby sets a goal of expanding and providing full educational opportunities for all students with disabilities, ages birth through twenty-one (21) in accordance with the Mississippi Department of Education’s policies and procedures, the Individuals with Disabilities Education Act, and State statutes.
Comprehensive System of Personnel Development

The Picayune School District will continue with efforts to recruit, prepare and retain appropriately and adequately trained personnel to provide special education and related services to children with disabilities in accordance with the personnel standards of the Mississippi Department of Education. The Picayune School District provides for ongoing personnel development activities, as necessary, to assure the provision of a free appropriate public education for students with disabilities in accordance with regulations issued by the Mississippi Department of Education. In accordance with State regulations and procedures, the Picayune School District will determine the local in-service needs and provide for training on topics determined to be Picayune School District priorities.

Procedures for the implementation of this policy by the Picayune School District are those contained in the State regulations that are relevant to local school districts and issued by the Mississippi Department of Education. Special education programming and related services shall be provided in accordance with State law, and with applicable federal legislation and regulations, including the IDEA, the Americans with Disabilities Act, and the State Plan for special education. All services shall be provided in compliance with State and/or federal requirements for special education.

LEGAL REFERENCE: Part B of the Individuals with Disabilities Education Act Amendments of 1997 (IDEA)
Part C of IDEA

Board Reviewed 2/6/2018
The Picayune School District will administer the Title I IASA Program in accordance with Federal Regulations of the Improving America’s Schools Act of 1994.

The Picayune School District will include parents of Title I eligible students in the development and implementation of all Title I programs. Responsibility and accountability for development and implementation of parental involvement procedures will be shared by the Picayune School District Title I Office, Title I schools, parents, and the community.

Activities and procedures shall be planned and implemented using meaningful consultation with parents of Title I eligible students.

An annual meeting will be conducted at each Title I school site to obtain the input of parents in the development and implementation of Title I programs.

LEGAL REFERENCE: Improving America’s School Act of 1994
Part 1: General Expectations

The Picayune School District agrees to implement the following statutory requirements:

• The Picayune School District will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title 1, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

• Consistent with Section 1118, the Picayune School District will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.

• The Picayune School District will incorporate this district-wide parental involvement policy into its LEA plan developed under Section 1112 of the ESEA.

• In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the Picayune 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 1111 of the ESEA 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 1, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the Picayune School District will submit any parent comments with the plan, when the school district submits the plan to the State Department of Education.

• The Picayune School District will involve the parents of children served in Title 1, Part A schools in decisions about the one percent (1%) of Title 1, Part A funds reserved for parental involvement is spent and will ensure that not less than ninety-five percent (95%) of the one percent (1%) reserved goes directly to the schools.

• The Picayune School District will include parents, when possible, as a part of school support teams designed to assist LEA and schools in increasing student achievement.

• The Picayune School District will be governed by the following statutory definition of parental involvement and expects that its Title 1 schools will carry out programs, activities, and procedures in accordance with this definition. Parental involvement means
the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring –

(A) that parents play an integral role in assisting their child’s learning;

(B) that parents are encouraged to be actively involved in their child’s education at school;

(C) 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;

(D) the carrying out of other activities, such as those described in Section 1118 of the ESEA.

Parents’ Rights

Under NCLB, parents have the right to:

• Annually request to see the qualifications of your child’s teacher(s);
• Be informed by the school if your child is being taught by a teacher or para-professional for twenty (20) consecutive days who is not highly qualified;
• Receive a yearly report card about the district and school your child attends;
• Be informed about the adequate yearly progress (AYP) status of your child’s school and the number of schools in school improvement;
• Notified of supplemental educational services and eligibility requirements for students to obtain supplemental educational services, names of approved providers and their qualifications;
• Request for school transfer from a school in improvement status;
• Request to participate on district and school parent involvement committees;
• Notified if MDE determines that your child attends a school that has been deemed unsafe;
• Request a school transfer if your child has been a victim of a violent criminal offense;
• Receive additional services if your child qualifies for homeless status; and
• Meet annually at the school and district level to be informed about and participate in decisions regarding parent involvement, Title I programs, and student achievement.

Part II: Policy Implementation

1. The Picayune School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under Section 1112 of the ESEA:

Conduct annual district and school meetings for parents to participate in the development and revision of the district parental involvement policy.
2. The Picayune School District will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

The Picayune School District will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

- Require schools to include parent representatives on Title I and Parent Involvement committees.
- Ensure that survey results and achievement data are readily accessible to parents.

3. The Picayune School District will provide the following necessary coordination, technical assistance, and other support to assist Title 1, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

Budget parental involvement funds accordingly;
Conduct annual district and school meetings for the development and review of policies, procedures, and programs; and
Actively encourage parental participation in all scheduled meetings.

4. The Picayune School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following programs: Early Head Start and Head Start:

Inviting each organization’s members to annual district and school meetings for the development and review of policies, procedures, and programs.

- Assisting schools with transition programs from local Early Head Start facilities,
- Providing local Head Start facilities with information concerning parent workshops, meetings, and resources, and
- Sharing Head Start information with schools and parents.

5. The Picayune School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, 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, or are identified as being migrant, homeless, or having a child who is identified as homeless or an unaccompanied youth.)
The District will communicate with parents of ELL Students:

- The reasons the child is identified as an English learner and where he/she will be placed;
- The child’s levels of English and academic achievement and how the levels were assessed;
- A description of the programs available, the differences between them, and the methods of instruction;
- The ways in which the programs will meet the child’s educational strengths and needs;
- The ways in which the programs will help the child learn English and grade-level standards for promotion and graduation;
- The exit requirements of the program, including the expected rate of transition to an English-language mainstream classroom, and the expected rate of graduation from high school;
- The ways in which the programs will meet the objectives of an individualized education program for a child with disabilities; and
- The right of the parent to decline enrollment, request the child be moved from the program offered, or receive help in choosing another one.

The Picayune 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, its parental involvement policies.

- An annual evaluation of the parent involvement policy will be conducted in the spring of each year. The evaluations will include data from online and written surveys of parents, teachers and students, PTA/PTO surveys and feedback, SmartTrack surveys, participation records from each school and any other data or information that may assist in evaluating the policy.
- The Parent Involvement Committee members will evaluate the data. Parents are the primary source of the data used in the evaluations and there will be parent representatives on the Parent Involvement Committee. The committee will evaluate the data and modify the existing policy, as needed.

6. The Picayune School District will build the schools’ and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and community to improve student academic achievement, through the following activities specifically described below:

A. The Picayune School District will, with the assistance of its Title 1, Part A schools, provide assistance to parents of children served by the Picayune School District or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- 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.

Scheduled parent meetings;
PTO/PTA meetings;
Annual district/school Title program meetings;
Parents-as-Teachers program;
District Parenting Center

• The District and schools will conduct parent workshops that include the following topics: math and language arts curriculum, proficiency levels and academic standards, strategies to help students be successful, Title programs use of District resources, and other topics identified in needs assessments.
• The District’s parent resource center will be available to parents and will offer materials to support reading, math, ELL and homeless students and parents.

B. The Picayune School District will, with the assistance of its schools, 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:

• Providing parent workshops at the school and District level that help parents support their child’s education at home, give them the skills to monitor student progress online, provide access to materials to help parents work with their children on reading and math and other materials and training that may be identified throughout the year.

C. The Picayune 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 conduct an annual meeting with principals and lead teachers to discuss and review parent involvement programs and strategies. These school representatives will ensure that teachers are also educated about strategies to build strong parent involvement ties.
• The District will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
D. The Picayune School District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Early Head Start, Head Start, and 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:

- Coordinating with local Head Start facilities and other local preschool programs to inform parents about available resources.

E. The Picayune 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 provide a calendar of events on the District Website to keep parents informed of meetings and activities at the school and District level;
- Schools will send home monthly calendars or other announcements to inform parents of upcoming events; and
- Translations and alternate formats of parent communications will be provided, to the best extent possible.

Part III: Discretionary Policy Components

The District wide Parental Involvement Policy may include additional components listing and describing other discretionary activities that the Picayune School District, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement.

The District may provide additional services and support by:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement; and
- Providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

Part IV: Adoption

Board Policy IDDHA will be reviewed annually by the Picayune School District Board of Trustees.
It is the policy of the Board of Trustees that the Picayune School District shall be in compliance with Title I regulations requiring parental involvement in the Picayune School District’s planning and implementation of the Title I compensatory education programs and that an annual assessment be conducted to determine the effectiveness of parental participation in planning and implementation of the Title I compensatory education programs.

Such parental involvement shall include, but is not limited to, conference between parents/legal caregivers and teachers and assisting parents/legal guardians/legal caregivers in the development of parenting skills.

A public meeting of parents involved in Title I shall be conducted annually at each of the district’s schools receiving Title I funding. In addition, each school shall provide information to parents/legal caregivers concerning their children’s progress, needs, and individual objectives.
The Board of Trustees of the Picayune School District adheres to a policy of non-discrimination in educational programs, activities, and employment and strives affirmatively to provide equal opportunity for all as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) which prohibit discrimination against the handicapped.

The Picayune School District shall not discriminate against students with disabilities in admission to or access to or treatment in its programs and activities to the extent provided by law. “Students with disabilities” is defined as students having any physical or mental impairment that substantially limits one or more major life activity including learning. The Picayune School District will identify, evaluate, and provide an appropriate public education to students with disabilities within the meaning of Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act (ADA).

The Picayune School District shall discipline students with disabilities in accordance with State and federal guidelines and with the Individualized Education Program and/or Section 504 Individual Accommodation Plan of said students.

The Picayune School District will provide reasonable accommodations to each employee and qualified employment applicant covered by Section 504 or the ADA unless it would impose an undue hardship on the operation of the program.

Inquiries regarding the district’s non-discrimination policies, the filing of grievances, and requests for copies of grievance procedures covering discrimination on the basis of disability may be made to the Office of Exceptional Education, 622 Goodyear Blvd., Picayune, MS 39466 (601-798-4555).

LEGAL REFERENCE: Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act (ADA)
Section 504 of the Rehabilitation Act and the Americans with Disabilities Act prohibit discrimination against persons with a disability. No discrimination against any student with a disability will knowingly be permitted in any programs and/or activities of the Picayune School District. The Picayune School District shall establish its policy of non-discrimination on the basis of a disability and shall inform parents/guardians of their rights under Section 504 and the ADA, including the right to examine records relevant to their child, the right to an impartial hearing with representation by counsel, and the Picayune School District’s grievance procedure. Procedural safeguards will be provided to parents at 504 Committee meetings or at any time a request is made. The Section 504/ADA Coordinator for the Picayune School District may be contacted by calling the Office of Exceptional Education at 601-798-4555.

If a student claims that he/she has been subjected to discrimination on the basis of his/her disability in violation of Section 504 or ADA, a committee of persons who are knowledgeable about the student shall be convened to review and consider all pertinent available information related to the suspected disability. The committee will meet within thirty-five (35) calendar days after the Picayune School District becomes aware of the student’s claim.

The committee will determine (a) whether the student is disabled under Section 504 and (b) whether the student, because of a disability, requires accommodations, modifications, special instruction, or related services. If the student meets both criteria, the committee will determine what is needed to allow the student an equal opportunity to participate in school and school-related activities.

If the parent/guardian disagrees with the committee’s decision(s), he/she will be provided the opportunity to discuss the disagreement informally and on a verbal basis with the Picayune School District’s Section 504/ADA Coordinator, who shall in turn investigate the complaint and reply to the complainant. If the parent/guardian is unsatisfied with the informal resolution, the parent may request an impartial hearing to resolve the matter. Hearing requests must be made in writing to the Superintendent within ten (10) working days of the parent/guardian’s receipt of the informal resolution. The written request shall describe the alleged discriminatory actions by the Picayune School District and why the Picayune School District’s accommodations, modifications, or related services are necessary. The parent/guardian may provide copies of any documents on which the parent/guardian will rely on for support.

An impartial hearing shall be held within thirty-five (35) calendar days of receipt of the written request. The Picayune School District shall obtain as a hearing officer an individual who is not an employee of the Picayune School District and who is knowledgeable about Section 504 and the ADA. The parent/guardian and student may take part in the hearing and have an attorney represent them at their own expense. The Picayune School District also may be represented by counsel.

The hearing officer shall conduct the hearing so as to give the complainant(s) an opportunity to present evidence supporting their claim that their child has been subjected to discrimination in violation of Section 504/ADA. The Picayune School District shall be given the opportunity to
present evidence supporting its position with respect to the student. A tape recording of the hearing will be made by the Picayune School District and a copy of the tape recording will be provided to the parent/guardian. The impartial hearing will be conducted in an informal manner with the hearing officer directing the meeting and presentation of evidence.

The hearing officer shall make a decision within thirty-five (35) calendar days after the conclusion of the hearing. The decision shall be given in writing to the Picayune School District’s Section 504/ADA Coordinator and the parent.

LEGAL REFERENCE:  
Section 504 of the Rehabilitation Act  
Americans with Disabilities Act (ADA)

CROSS REFERENCE:  
Board Policy GAEB – GRIEVANCES – EMPLOYEES AND VISITORS, SECTION 504, ADA
The Picayune School District has in place the appropriate measures for meeting State accreditation standards regarding alternative schools, and these measures are in harmony with the policies, rules, and procedures that govern the Center for Alternative Education.

**Alternative School Philosophy**

The Center for Alternative Education is an optional educational program for students in Picayune School District who clearly demonstrate the ability and willingness, after completion of academic and guidance counseling assessment, to attain a regular high school diploma, qualify for vocational or military training or complete the requirements for the General Education Diploma (GED).

The Center for Alternative Education will address student’s needs which cannot be met in a regular school program or setting, will provide non-traditional education, will serve as an adjunct to the regular school program, and generally falls outside of the regular or vocational education programs.

The main purpose for the existence for the Center for Alternative Education will be to develop, implement, and provide “At-Risk” students with an optional plan for education and instruction and to accommodate the specific needs of these high risk students to experience success and achievement, improve self-esteem, foster improved family relationships, identify and explore career goals, attain marketable skills, and earn a regular high school diploma or GED.

**Selection Criteria for Assigning Students to the Alternative School**

The Center for Alternative Education will provide educational opportunities for eligible students that might need a non-traditional alternative path to provide for the successful completion of their education and the prevention of the students dropping out of the educational process.

The goal of the Center for Alternative Education shall be to assist the student to achieve successful learning experiences and modified social behavior that will entitle him/her to return and re-enter his/her home school in order to graduate.

Basic education in the core curriculums (i.e., English, Math, Science, Social Studies) and any other programs which the Picayune School District may choose which are approved by the State Department of Education shall be provided to students in grades 7 through 12.

Students who fall under the following categories shall be considered for assignment to the Center for Alternative Education:

- Any compulsory school-age child who has been suspended or expelled from school.
- Any compulsory school-age child referred to such alternative school based upon a
documented need for placement in the alternative school program by the parent, legal
guardian, or custodian of such child due to disciplinary problems. Any child falling under
this section will be referred to a screening committee selected by the home school in
conjunction with the Director of the Center for Alternative Education. The committee will
determine if the child should be placed in the Center for Alternative Education or
recommend other alternatives.

• Any compulsory school-age child referred to such alternative school program by the
dispositive order of a chancellor or Youth Court judge, with the consent of the
Superintendent of the child’s school district.

Procedure for Alternative Student Assignment

The Picayune School District shall observe the following procedure for assigning students to the
Center for Alternative Education:

• Before a student can be assigned to the Center for Alternative Education, he/she must have
been enrolled in a school within the Picayune School District.

• Through behavioral referrals, specific interventions, and other appropriate processes,
school principals shall become aware of students who may be eligible candidates for
assignment to the Center for Alternative Education. In the event the decision is made to
assign the student to the Center for Alternative Education, the student and/or his/her
parents/guardians have the right and must be appraised of same to appeal the decision first
to the Superintendent and, if he/she sustains the original recommendation, then to the
Board of Trustees for a final disposition. Such appeals will be addressed as expeditiously
as possible.

• A referral packet must be provided the Center for Alternative Education in order to enable
maintenance of accurate and complete school records on the referral student. This packet
shall include: the referral form, disciplinary records, current and prior grades, objective
checklists of mastered objectives, and other appropriate information.

• A liaison staff member or school administrator at each school site from which students are
assigned to the Center for Alternative Education shall be identified as the referral process
contact person between the assigning school and the Center for Alternative Education.
This person will also serve as a contact person to facilitate transition of the student from
the Center for Alternative Education back to the home school. The name of this person
and the school telephone number will be provided to the Director of the Center for
Alternative Education.

• Students whose offenses include extreme violence or weapons violations or other unlawful
acts shall be reviewed by the Superintendent to determine if assignment to the Center for
Alternative Education is in the best interest of the student, the Picayune School District,
and the Alternative School before such an assignment is made. The school principal shall
be responsible for requesting this review by the Superintendent.
• Special Education Students:

  • Both certificate and diploma track special education students shall be eligible to be served by the Center for Alternative Education.

  • The special education caseload (number of students) shall not exceed 12-14 students per special education teacher.

  • An effective method of counting ADA for special education students for reimbursement purposes shall be implemented.

  • The home school is responsible for the special education students if removal from the Center for Alternative Education becomes necessary or upon successful completion of Individualized Education Plan (IEP) goals determined appropriate for the student’s return to the home school special education program.

  • Periodic and appropriate re-evaluation of the special education student assigned to the Center for Alternative Education is the responsibility of the home school. Copies of all records will be maintained by the home school.

• Referral Decision: Through behavioral referrals, specific interventions, and other appropriate processes, school principals shall become aware of special education students who may be eligible candidates for assignment to the Center for Alternative Education. The home school principal will have the choice of recommending placement directly to the Center for Alternative Education or requesting a district review by the Superintendent or his/her designee before a final assignment is made. No placement decision will be made without following proper special education procedures as required by law (See Section G.).

• Special Education IEP Process: After a decision has been made to refer the student to the Center for Alternative Education, the home school principal/special education case manager must convene a collaborative IEP meeting as required in making a special education program change. After giving proper WRITTEN PRIOR NOTICE a collaborative IEP Committee, composed of parent, home school IEP case manager, home school agency representative(s), and the Center for Alternative Education agency representative(s), will conduct a review of the student’s Individualized Education Program to determine appropriateness of placement. At this collaborative meeting the following procedures will be followed:

  • Due process will be given to the student and will be documented.
  • Those present will affix their signatures to appropriate documents, thus confirming that the meeting took place.
  • All required components of the IEP will be satisfactorily addressed.

At the end of each school year, each assigned special education student’s academic and behavioral progress toward achieving IEP goals will be reviewed and revised as appropriate. Upon the
student’s achievement of his/her goals or other circumstances which warrant removal of the special education student from the Center for Alternative Education, the Center for Alternative Education will send a WRITTEN PRIOR NOTICE to the home school requesting a collaborative IEP meeting for the purpose of deciding whether or not to return the special education student to the regular education program at his/her home school.

Eligibility Criteria for Alternative Education Students to Return to Home School

Inasmuch as State accreditation standards require that districts have a policy designed to enable students assigned to the Center for Alternative Education to earn eligibility to return to their home schools, the following requirements and procedures are established:

- Students must be enrolled for a minimum of time to complete a term/semester before they can be considered for eligibility to return to their home school. Exception: By special order of the Board of Trustees, the return of the student can be implemented in fewer than the minimum time of enrolled participation.

- The student must show signs of academic improvement as evidenced by effectively completing his/her Individual Education Plan for each subject area and such other standards as required by the Center for Alternative Education program to demonstrate successful educational progress.

- The student must show signs of behavioral improvement as evidenced by effectively adhering to the rules and regulations as set forth by the Center for Alternative Education.

- Based on appropriate screening processes being utilized by the Center for Alternative Education staff, upon the recommendation of the school staff, a review of the case by home school personnel, the cooperation of the parent/guardian with the home school personnel, the cooperation of the parent/guardian with the home school principal, an eligible student may be reinstated to his/her home school. If a student and his/her parents/guardians, after the minimum time assigned, believe he/she should be returned to the home school but the Center for Alternative Education staff and the home school principal do not agree, said student and/or his/her parents/guardians may appeal directly to the Superintendent for his/her review to determine if there is sufficient and good reason for reinstating the student in his/her home school.

- When an assigned student repeatedly misbehaves to create disruption of learning for himself/herself and/or others or becomes a danger to himself/herself and/or others and fails to respond positively to reasonable efforts to correct such behaviors, the student shall be permanently removed from the Center for Alternative Education and recommended for expulsion from the Center for Alternative Education, in accordance with due process procedures.

- To help facilitate positive changes in assigned students, parents/guardians shall be required to attend the enrollment conference of assigned students, and other conferences deemed appropriate by the Center for Alternative Education Administration. Parents are
encouraged to visit, volunteer and participate in planned activities.

- The Center for Alternative Education staff will provide the home school with an assessment of each student’s progress, including his/her progress in meeting eligibility standards for return to the home school. This data shall form the primary basis for recommending to the home school the return of students who become eligible to return to their home schools.

**Alternative School Management Procedures**

The following rules include, but are not limited to those the Center for Alternative Education staff will require of all students:

- Transportation of students to the Center for Alternative Education shall be the responsibility of the Picayune School District. Each student and parent/guardian will be informed of bus rules. Copies of bus discipline reports shall be forwarded to the Director of the Center for Alternative Education so communication can be maintained between the Picayune School District and the Center for Alternative Education concerning possible disciplinary action.

- Parents/guardians must accompany the student and must participate in conferences and other aspects of initial enrollment of the student at the Center for Alternative Education site before the student will be allowed to attend class.

- The Center for Alternative Education will issue a handbook, following approval by the Picayune School District Board of Trustees, which will detail such matters, but not be limited to, dress codes, student conduct, disciplinary processes, articles prohibited, care of facilities, medical and safety procedures and practices, and other such rules and procedures deemed appropriate for the efficient and effective functioning of the school. All students will be responsible for knowledge of their home school rules and regulations that may or may not be included in the Center for Alternative Education guidelines.

- In general, the Director of the Center for Alternative Education will be responsible for causing to be developed any and all in-house management procedures revising same from time to time to meet new needs, and monitoring their effectiveness. Most procedures will emerge as a collaborative result of participatory management involving school staff.

**Mandatory Annual Report**

Each school district having an alternative school program shall submit a report by July 31 of each calendar year to the State Department of Education describing the results of its annual alternative school program review and evaluation undertaken pursuant to subsection (7) (k). The report shall include a detailed account of any actions taken by the school district during the previous year to comply with substantive guidelines promulgated by the State Board of Education under subsection (7) (a) through (j). The Mississippi Department of Education shall sanction each district which
fails to file the mandatory annual report. Each district shall pay a penalty for each day each student is enrolled in the alternative school past the report deadline at the rate the school receives in federal funding for the child’s enrollment/attendance in the district.

LEGAL REFERENCE: Senate Bill #2571 (2014 Regular Session)

CROSS REFERENCE: Board Policy JCBH – GUN FREE SCHOOLS
Board Policy JCAA – DUE PROCESS – STUDENT RIGHTS

GED

Minimum Standards for GED in Alternative Education programs shall be as follows:

Introduction

The 1997 Mississippi Legislature enacted Senate Bill #2855 authorizing school districts in Mississippi to provide a program of GED preparatory instruction as part of the Alternative Education Program. The legislation mandates that students who are enrolled in an approved GED
Program shall not be classified as dropouts and that the school district will continue to receive Mississippi Adequate Education Program funding for the students while they are enrolled in the GED Program. Students placed in the GED Program shall not be eligible to participate in regular academic courses or other programmatic activities within the school district, including athletics, choir, band, or any other extracurricular activities, except that a GED student may participate in existing employment skills development and job placement programs or similar work related programs developed in conjunction with the GED Program and the Vocational Education Director. Local school districts are also authorized to contract with a Community College for the purpose of preparing students for the GED testing process. If a school district contracts with a Community College to provide a GED Program, the students placed in the program will be reported on the monthly attendance report of the public school district of origin and counted in the average daily attendance record for funding purposes.

Minimum Guidelines for Implementing a GED Program in Mississippi School Districts

- The GED Program is defined through written policies approved by the local school board. Approved policies and procedures for the GED Program are published and available to the public for review. All policies and procedures for the operation of the GED Program must meet minimum requirements specified in Mississippi Senate Bill #2855. Further, the program must meet the requirements and applicable policies of the State Board for Community and Junior Colleges as stated in Mississippi Code §37-35-1.

- Recommendation for student participation in the GED Program will be made by a committee of school staff consisting of campus administrators, counselor, classroom teachers, and support staff. Documentation of the committee recommendation shall be maintained for each student. The criteria for student participation in the GED Program will consist of the following:
  - The student must be at least 16 years of age;
  - 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;
  - Students participating in an approved General Educational Development (GED) program, who are enrolled in subject area courses through January 31 in a school with a traditional class schedule or who are enrolled in subject area courses through October 31 or through March 31 in a school on a block schedule, shall be required to take the end-of-course subject area tests for those courses in which they are enrolled. (House Bill 629, Regular Session 2010)
  - The student must have taken every opportunity to continue to participate in coursework leading to a regular high school diploma; and
  - Students that have been referred to the Alternative Education Program for disciplinary reasons shall not be eligible for placement in the GED Program until behavioral modifications goals for exiting the Alternative Education Program have been attained.
  - The recommendation for placement in the GED Program must be approved by the Superintendent of the school district. Students shall not be placed in a GED Program prior to obtaining written parental or guardian consent for placement.
Documentation of parental consent for placement in the program will be maintained for each student.

- The GED component will remain under the supervision of the Alternative Education Administrator.
- Qualified instructional staff are assigned to instruct and supervise GED classes which are provided Monday through Friday for a minimum of twenty (20) hours per week. Each academic school year instructional staff shall participate in at least twenty (20) hours of approved professional development training related to GED instructional programming.
- Teachers employed by the school district must meet minimum MDE teacher licensure requirements.
- The student/teacher ratio in the GED Program shall not exceed 15:1 with an exception of 20:1 when an aide is employed full-time to assist the teacher.
- The curriculum and instructional methodology must address the individual needs of each student as specified in an Individual Education and Career Plan (IECP) developed at the time of placement. The IECP committee (the committee should include an academic counselor, academic teacher, principal, and vocational personnel) will emphasize academic/instructional needs of the student, job readiness skills, and work experience options.
- The facility housing the GED Program shall be commensurate with facilities provided to other students by the local school district and shall meet minimum accreditation standards for public school buildings as required in the current edition of Mississippi Public School Accountability Standards. The GED Program shall not be housed in a vocational facility.
- The school district may develop and implement a program of GED preparatory instruction as part of the Alternative Education Program, or the school district may allow eligible students to be placed in an approved GED Program within a Community College. When placed in an approved Community College program, students will continue to be reported on the monthly attendance report in the public school district of origin and shall be included in the average daily attendance for funding purposes.
- Two or more local school districts may form a consortium to provide a GED Program for eligible students.

- The consortium formed to provide a GED Program shall be bound by a Mississippi Board of Education approved contract.
- The district designated as the lead district will be responsible for the operation and governance of the program.
- Transportation services shall be the responsibility of each student’s school district of origin.
- The cumulative folder and permanent record of each eligible student placed in an approved GED Program shall remain at and be maintained by the school district of origin.
- Evaluation of the student’s progress shall be conducted at regular intervals according to GED policy and the appropriate records shall be maintained and subject to the Mississippi Department of Education review.
- Appropriate assessment and evaluation of each student’s educational progress shall
be conducted at regular intervals according to established policy approved by the local school board. Assessment and evaluation records will be appropriately maintained to assure individual student confidentiality.

- Students placed in an approved GED Program will be excluded from participation in the Mississippi Student Assessment Program based on the development of alternate accountability measures outlined below.

- Beginning with the 1997/98 school year, the Office of Alternative Education will collect the following information which will be reported annually in the Mississippi Report Card for each public school district:
  - the total number of students enrolled in the GED Program; and
  - the total number of students successfully completing the GED Program each school year.

- During school years 1997/98 and 1998/99, the Office of Alternative Education will conduct a two-year pilot study of the GED Programs. The following data will be collected and reported to the State Board of Education annually:
  - the total number of students enrolled in the GED Program;
  - the age range of students enrolled in the GED Program;
  - the reading level of students entering and exiting the GED Program;
  - the total number of students successfully completing the GED Program each school year.

On or before January 1, 2000, the Office of Alternative Education will analyze all available data and submit a report to the State Board of Education. The report will include specific recommendations to the Commission on School Accreditation concerning the development of alternate accountability measures for students placed in GED Programs.

LEGAL REFERENCE: Mississippi Legal Code §37-35-3 as Amended
House Bill 629, Regular Session 2010

GED OPTION PROGRAM

The Board of Trustees of any school district, including any community/junior college, may establish and maintain classes for adults, including general education development classes, under the regulations authorized in this chapter, Section §37-35-3, Mississippi Code of 1972, as Amended, and pursuant to the standards prescribed in subsection (3). The property and facilities of the public school districts may be used for this purpose where such use does not conflict with uses already established.

The Board of Trustees of any school district desiring to establish such program may request the taxing authority of the district to levy additional ad valorem taxes for the support of this program. The Board of Supervisors, in the case of a county school district, a special municipal separate school district, or a community/junior college district, and the governing authority of any
municipality, in the case of a municipal separate school district, is authorized, in its discretion, to levy a tax not exceeding one (1) mill upon all the taxable property of the district for the support of this program. The tax shall be in addition to all other taxes authorized by law to be levied. In addition to the funds realized from any such levy, the Board of Trustees of any school district is authorized to use any surplus funds that it may have or that may be made available to it from local sources to supplement this program.

Any student participating in an approved General Educational Development (GED) Option program administered by a local school district shall be considered as enrolled within the school district of origin for the purpose of enrollment for MAEP 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. The Individual Career Plan will address, but is not limited to, the following:

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. When two (2) or more school districts contract to operate a General Educational Development (GED) Option program, the school board of a district designated to be the lead district shall serve as the governing board of the General Educational Development (GED) Option program. Transportation for students placed in the General Educational Development (GED) Option program shall be the responsibility of the school district of origin. The expense of establishing, maintaining, and operating such GED programs may be paid from funds made available to the school district through contributions, MAEP funds, or from local district maintenance funds.

The State Department of Education will develop procedures and criteria for placement of a student in the General Educational Development (GED) Option programs. Students placed in General Educational Development (GED) Option programs shall have parental approval for such placement and must meet the following criteria:

1. The student must be a least sixteen (16) years of age;
2. 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;
3. The student must have taken every opportunity to continue to participate in coursework leading to a diploma; and
4. The student must be certified to be eligible to participate in the GED course by the school
Students participating in an approved General Educational Development (GED) Option program, who are enrolled in subject area courses through January 31 in a school with a traditional class schedule or who are enrolled in subject area courses through October 31 or through March 31 in a school on a block schedule, shall be required to take the end-of-course subject area tests for those courses in which they are enrolled.

LEGAL REFERENCE: Section §37-35-3, Mississippi Code of 1972, As Amended
House Bill No. 639 (2011 Session)
Picayune School District policies governing band participation are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.
Interscholastic athletics shall be administered as a part of the regular school program and shall be under the same administrative control as all other parts of the educational program. Only students enrolled in grades 7-12 shall engage in interscholastic athletic events.

All interscholastic athletic events in which the Picayune School District participates shall be conducted under the rules and regulations of the Mississippi High School Activities Association.

Eligibility for competitive activities in grades 7-12 is determined according to the rules of the Mississippi High School Activities Association. Students must meet all requirements established by the MHSAA.

All students participating in athletics will be required to have on file (1) written parent consent; (2) proof of medical/health insurance; (3) liability waiver signed by parent/legal guardian; (4) medical screening by a licensed physician. It is the explicit responsibility of the head coach of the athletic activity involved to assure that all these requirements are completed and documentation is properly on file prior to any practice or event associated with the activity.

It is the explicit responsibility of the school principal, athletic director, and the head coach supervising the activity to determine eligibility of each participant in that activity, as governed by the regulations set forth by the MHSAA.
In compliance with State Department of Education requirements, it shall be the policy of the Picayune School District that no student shall be retained at any grade level for the purpose of extending eligibility for participation in athletics or any other school activity.

**Eligibility of Athletes – Reporting by Staff**

There are multiple responsibilities connected with the eligibility of athletes. It is the responsibility of the principal, coordinator of sports, coaches, and teachers to report the ineligibility of any student athlete, regardless of where he/she attends school within the Picayune School District.

**Extension of Eligibility – Red-shirting**

It is the policy of the Picayune School District that no student shall be retained at any grade level for the purpose of extending time for participation in athletics or other co-curricular programs.

**Interscholastic Athletics – K-12**

The Picayune School District will not permit any student in grades K-6 to participate in any interschool competitive sports program of a varsity pattern with scheduled games and a championship.

The Picayune School District supports student involvement in interscholastic activities based on students’ interests and abilities. Awards for participation in athletic programs will be school letter, service bar, and a certificate for seniors. It is the Picayune School District’s intent that all students in sports programs will be treated in an equitable manner in regard to recognition and awards.

Picayune School District policies governing interscholastic athletics and eligibility of athletes are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of Picayune School District.
Policies governing selection of subjects are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.
Picayune School District policies governing student schedules and in-school transfers are adopted by the Board of Trustees and published annually in student handbooks as official statements of the Picayune School District.
The Picayune School District may charge reasonable fees, but not more than the actual cost, for the following:

(A) Supplemental instructional materials and supplies, excluding textbooks;
(B) Any other fees designated by the Picayune School District Board of Trustees as fees related to a valid curriculum educational objective, including transportation; and
(C) Extracurricular activities and any other educational activities of the school district that are not designated by the Picayune School District Board of Trustees as valid curriculum educational objectives, such as band trips and athletic events.

Except those fees for extracurricular activities and any other educational activities of the school district that are not designated by the Picayune School District Board of Trustees as valid curriculum educational objectives, such as band trips and athletic events, a financial hardship waiver shall be granted to any family who qualifies for the National School Lunch Program, as created by the Richard B. Russell National School Lunch Act (42 USCS Section 1751 et.seq.).

The Picayune School District shall insure that a pupil eligible to have any such fees waived as a result of an inability to pay for those fees, shall not be discriminated against nor shall there be any overt identification of any pupil who has received a financial hardship waiver by use of special tokens or tickets, announcements, posting or publication of names, physical separation, choice of materials or by any other means. In no case shall any school district procedures expose any pupil receiving a hardship waiver to any type of stigma or ridicule by other pupils or Picayune School District personnel.

The confidentiality of the financial hardship waiver policy adopted by the Picayune School District Board of Trustees shall apply to any student(s) who has an inability to pay any fees authorized by this policy.

In no case shall the inability to pay the assessment of fees authorized under the provisions of this section result in a pupil being denied or deprived of any academic awards or standards, any class selection, grade, diploma, transcript, or the right to participate in any activity related to educational enhancement.

Board Policy IFA – REASONABLE FEES/FINANCIAL HARDSHIP WAIVER shall be published annually in student handbooks.
LEGAL REFERENCE: Section §37-7-335
House Bill Number #833.
Richard B. Russell National School Lunch Act (42 USCS Section 1751 et. seq.)

CROSS REFERENCE: Board Policy IFA – REASONABLE FEES/FINANCIAL HARDSHIP WAIVER
Textbooks, purchased in compliance with State Department of Education guidelines, shall be provided to all students without charge.

Textbook selection procedures shall be in accordance with regulations provided by the State Department of Education and the Mississippi State Board of Education.

The Picayune School District shall be in compliance with all regulations, policies, and procedures as specified in the “Textbook Administration Handbook Policies and Procedures” periodically published by the Mississippi State Board of Education.
The Superintendent, subject to review by the Board of Trustees, is responsible for developing procedures for the selection of textbooks, other instructional media, and the establishment of procedures concerning the teaching of controversial issues in the classroom. Instructional media includes all books (hardcover and paperback), newspapers, periodicals, and other printed material and audio-visual resources used by the schools.

Selection of all instructional media must involve the professional staff, and the principal shall be responsible for the administration and supervision of the curriculum within his/her school, including the coordination and selection of textbooks, other instructional media, and making recommendations for purchase to the administration. The responsibility for evaluating and selecting media for classroom use is primarily the responsibility of the teacher, with other members of the staff becoming involved at times.

**Selection of Instructional Media**

In developing a balanced comprehensive collection of media (print and non-print) and equipment, the Picayune School District shall adhere to the following criteria for selection of materials:

- Selections are made for, and in accordance with, the different maturity levels of the students, with the input of teachers, principals, and support staff being solicited and utilized when selecting or purchasing both print and non-print items and equipment.

- Materials are selected which fill a need related to the curriculum and/or contribute to the development, recreation, and enrichment of the student.

- In the selection of materials, reviewing tools such as standard catalogs are used. When possible, audio-visual materials are previewed before purchase or ordered with return privilege guaranteed.

- The following specific criteria are considered: (a) the overall purpose of the materials and how well it is accomplished; (b) reputation and significance of the author; (c) timeliness or permanence of the materials; (d) importance of subject matter to the collection; (e) accuracy of material; (f) reputation and standards of the publisher or producer; (g) readability and reader appeal; (h) quality of writing and illustrations; (I) appearance of the title in material selection aids; (j) price.

The following objectives shall guide the media staff in selection of instructional materials for the district:
1. To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, interests, abilities, socio-economic backgrounds and maturity levels of the students served;

2. To provide materials that will stimulate growth in knowledge and develop literary, cultural, and aesthetic appreciation and ethical standards;

3. To provide materials on all sides of issues, beliefs, and ideas so that young citizens may develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity in forming judgments; and

4. To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principle, can be defended on the basis of their appropriateness for the users of the media center.
In compliance with House Bill No. 999, Mississippi Legal Code §37-13-171, Mississippi Code of 1972, As Amended, the Picayune School District Board of Trustees will adopt and implement an “Abstinence – Only Education” curriculum.

Based on the recommendation of the Picayune School District Health and Social Services Committee, “Choosing the Best” will be the curriculum implemented through Health Education classes at Picayune Memorial High School.

Students will be separated by gender for instructional purposes. Parents will be provided a one (1) week written notice prior to the implementation of “Abstinence – Only” curriculum. The written prior notice will inform parents of their right of inclusion of their child for such curriculum. The notice will also inform parents of their right, and the appropriate process, to review the curriculum and all materials to be used in presentation.

Upon written request, a parent/legal guardian may exclude their child’s participation in the “Abstinence – Only Education.”

Board Policy IFAAA will be submitted to the Mississippi Department of Education, Office of Healthy Schools May 2012 and implementation will be effective at Picayune Memorial High School beginning with the 2012/2013 school year.

LEGAL REFERENCE: House Bill No. 999
MS Legal Code §37-13-171, As Amended
A student or his/her parent has the right to reject the use of library media center materials which seem incompatible with his/her values and beliefs. Classroom assignments involving library media center materials should provide for alternate choices. However, no parent has the right to determine the reading matter for students other than his/her own children. In addition, in elective courses taken at the student’s option, the student’s right to request alternate choices of reading material will be accommodated based on the availability of equivalent resources weighted against the academic requirements of the course.

Any parent who wishes to request re-consideration of the use of any library media center materials in the school must make his/her request in writing on forms provided through the building principal. The completed form is to be returned to the principal. The principal will consult with the Superintendent or his/her designee concerning the material in question. If the principal is unable to satisfy the complaint during an informal conference, he/she should refer the matter to a Review Committee.

This Review Committee shall be appointed as needed by the Superintendent.
The Picayune School District will provide a program of instructional support services to all schools with the purpose of assigning personnel to directly work with teachers and students in planning and delivery of programs and services geared to maximizing both the teaching and learning opportunities for all personnel.
The Picayune School District shall be in compliance with State Department of Education requirements and legislative mandates in regard to the employment and utilization of assistant teachers, including funding requirements, pre-employment assessments, selection criteria, records, due process procedures, professional development, evaluation of performance, program evaluation, and any other requirements as established by law.
The Picayune School District will provide an organized media program that meets State Department of Education requirements and accreditation standards.
The Picayune School District is pleased to offer to its students, faculty, and staff access to the Internet in accordance with the terms and conditions of this policy. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users globally. This computer technology will help propel our schools through the communication age by allowing students and staff to access and to use resources from distant computers, communicate and collaborate with other individuals and groups, and significantly expand their available information base.

A Log-in Banner is being placed on every computer screen in the District which states the following:

The computer system that you are accessing is the property of the Picayune School District and 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 law. Users are alerted that they are entitled to no expectation of privacy in their use of this computer and access of the users’ computer usage, Internet usage, and email account may be monitored at any time for unacceptable and illegal use.

Overview

Internet access is coordinated through a complex association of government agencies and regional state networks. In addition, the smooth operation of the network relies upon the proper conduct of the users who must adhere to strict guidelines. To this end, Congress has passed and President signed into law, the Children’s Internet Protection Act (CIPA) and the Children’s Online Privacy Protection Act (COPPA). A safe and secure K-12 infrastructure will be provided in compliance with the Children’s Online Privacy Protection Act (COPPA) and the Children’s Internet Protection Act (CIPA). The Picayune School District provides Internet Content Filtering, Internet Reporting on usage and filtering, and Internet Caching to aide in compliance with these laws.

It shall be the responsibility of all members of the Picayune School District 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 21st Century Act.

The Picayune School District’s designated representatives will provide age-appropriate training for students who use the District’s Internet access. The training provided will be designed to promote Picayune School District’s commitment to:

1. The standards and acceptable use of internet services as set forth in this document.
2. Student safety with regard to:
   a. Safety on the Internet
   b. Appropriate behavior while online, on social networking Web sites, and in chat
CIPA requires that schools receiving certain federal funds, including E-Rate discounts and Title III of the Elementary and Secondary Education Act, put into place Internet Safety policies. These Internet safety policies must include a technology protection measure for blocking access to “visual depictions” of obscene material, child pornography, and material that is “harmful to minors” when minors are accessing the computer. CIPA also requires that the Internet Safety policy include monitoring of all online activities of minors. Additionally, the policy must address all of the following: (a) access by minors to inappropriate matter on the Internet and the World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called “hacking,” and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) measures designed to restrict minors’ access to materials harmful to minors. Recognizing that no filtering solution can be 100% effective, it is understood that all technology protection measures do not and will not work perfectly. In complying with CIPA, schools are expected to engage in a “good faith effort” to abide by the requirements of CIPA. CIPA does not create a private right to action, meaning that the discovery of objectionable material on a computer cannot result in a lawsuit complaining that a school violated CIPA.

The Children’s Online Privacy Protection Act (COPPA) applies to individually identifiable information about a child that is collected online, such as full name, home address, email address, telephone number, or any other information that would allow someone to identify or contact the child. The Act also covers other types of information – for example, hobbies, interests, and information collected through cookies or other types of tracking mechanisms – when they are tied to individually identifiable information.

These guidelines are provided so that you, the user and/or parent of the user, are aware of the responsibilities you are about to assume. In general, this requires efficient, ethical, and legal utilization of the network resources. If a Picayune School District user violates any of these provisions, his or her account will be terminated and future access could possibly be denied.

The signature(s) on the INTERNET NETWORK ACCESS AGREEMENT FORM is (are) legally binding and indicates the party(parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

**Picayune School District Internet Terms and Conditions of Use**

1. Personal Safety
   a. User will not disclose, use, disseminate or divulge personal and/or private information about himself/herself, minors or any others including personal identification information such as, but not limited to, credit card information, social security numbers, telephone numbers, addresses, etc.
   b. The Picayune School District will not disclose personal information about students on websites, such as their full name, home or email address, telephone number, and
c. User will immediately report to Picayune School District authorities any attempt by other Internet users to engage in cyberbullying inappropriate conversations or personal contact.

2. **Illegal Activity**
   a. 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 United States, Mississippi, local government, or Picayune School District laws, policies, or regulations.
   b. User shall not access, transmit, or retransmit: copyrighted materials (including plagiarism), threatening, harassing, or obscene material, pornographic material, or material protected by trade secret, and/or any other material that is inappropriate to minors.
   c. 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.
   d. User shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.
   e. User shall not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive.
   f. User shall not access, transmit, or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
   g. User shall not access, transmit, or retransmit information that harasses another person or causes distress to another person.

3. **System Resource Limits**
   a. User shall only use the Picayune School District system for educational and career development activities and limited, high quality self-discovery activities as approved by Picayune School District faculty for a limited amount of time per week.
   b. 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.
   c. User agrees not to post chain letters or engage in “spamming” (that is, sending an annoying or unnecessary message to large numbers of people).
   d. User agrees to immediately notify his/her teacher or other school administrator should user access inappropriate information. This will assist protecting user against a claim of intentional violation of this policy.

4. **User Rights**
   a. The Internet is considered a limited forum, similar to a school newspaper, and therefore Picayune School District may restrict user’s right to free speech for valid educational reasons. Picayune School District will not restrict user’s right to free speech on the basis of disagreement with the opinions expressed by user.
b. 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.

c. User should not expect files stored on school-based computer to remain private. Authorized staff will periodically inspect folders and logs of network usage will be kept at all time. Routine review and maintenance of the system may indicate that 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.

d. Picayune 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.

e. Under no conditions should a user provide his/her password to another person or use another person’s password.

5. Appropriate Use

The purpose of the Internet is to support education by providing access to unique resources and the opportunity for collaborative work.

a. The use of an account must be in support of education and research and consistent with the educational objectives of the Picayune School District.

b. Use of other organization’s networks or computing resources must comply with the rules appropriate for that network

c. Internet resources may not be used in violation of any federal, state, or local regulation.

d. Internet resources may not be used to upload, download, or distribute pornographic, obscene, sexually explicit, or threatening material.

e. Internet resources may not be used to infringe on copyright or plagiarize materials.

6. Privileges

The use of Internet is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges.

a. Based on the acceptable use terms and conditions outlined in this document, the system administrators will deem what is inappropriate use, and their decision is final.

b. System administrators may close an account at any time as required.

c. The administration, faculty, and staff of the Picayune School District may request the system administrator to deny, revoke, or suspend specific user accounts.

d. Students and employees will receive instruction on the proper use of the Internet through a review of the guidelines, “Expectations for Use of the Internet,” contained herein this policy.

e. Students and their parents and employees are required sign an agreement indicating their understanding and acceptance of Picayune School District’s guidelines.
f. Upon completion of “d” and “e,” students may then use the Internet in a supervised classroom environment, and employees may then use it for work related needs.

g. Parents must give their permission for their child to use the Internet independently for educational purposes. Parents also have the option of denying permission for their child to use the Internet.

h. Students are responsible for their explorations of the Internet and subject to the consequences of the building discipline policy.

i. Employees are responsible for their explorations of the Internet and subject to the discipline policies of the Board of Trustees.

7. Expectations for the Use of Internet

Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the mission of the Picayune School District. Students, teachers, and employees are to abide by the generally expected rules of network etiquette. These include (but are not limited to):

a. Be courteous and respectful in your message to others.

b. Use appropriate language. Do not swear, use vulgarities, or any other appropriate language. Illegal activities are strictly forbidden.

c. Do not reveal your home address or phone numbers or those of other students or colleagues even if you think your “know” your correspondent.

d. Any external media to be used in a Picayune School District computer shall be approved by either the teacher or supervisor and also must be virus scanned by approved virus scanning software.

e. Browsing and scanning through files on a hard drive is not permitted.

f. Violation of these rules or other deliberate acts that result in damage to software; hardware and/or related equipment will result in appropriate disciplinary action and financial restriction paid by the student and/or parent according to Mississippi Code §37-11-53 (4).

g. Users may not use the network to send threatening or harassing e-mail. No chain letters will be tolerated.

h. Student users may not send mass-mails to more than five (5) people at a time. Employee users may not send mass-mails to more than ten (10) at a time.

i. Harassing other users by interfering with their screen display or similar denial of service attacks will not be allowed.

j. Cracking, hacking, or otherwise breaking into an account you do not have full authorized access to, on this system or any other, possessing and/or running encryption/decryption/cracking/security analysis scripts or binaries, or any other tools used to expedite the process of information on this network will not be permitted.

k. Users cannot install any software, which requires making a file without approval from the network administrator.

l. Users may not at any time or for any reason possess a copy of the system password file, or any portion thereof; attempts to log in as any other user or as a system administrator will result in disciplinary action correlated to the Picayune School District ladder and cancellation of user privileges.

m. Any user identified as a security risk or having a history of problems with other
computer systems will be denied access to the network.

n. Unauthorized downloading of information will not be tolerated.
o. Purchasing of goods or service via the Internet is strictly prohibited by students. Employees may order over the Internet if the purchase order has been properly signed.

8. Students will not respond to unsolicited online contact.

9. Vandalism
Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of other users or other networks connected with the Picayune School District or the State Regional Hub site. This includes, but is not limited to, the uploading or creation of computer viruses.

10. Listservers or New Groups
Students will not be allowed to subscribe to listservers or news groups unless specific permission is provided by the parent/guardian in writing and by the written permission of a sponsoring teacher. Employees may subscribe to these groups if job related and allowed by their supervisor.

11. The Picayune School District will not be liable for:
a. Unauthorized information stored on Picayune School District diskettes, hard drives, or servers.
b. Unauthorized information retrieved through Picayune School District computers, networks, or online resources.
c. Personal property used to access Picayune School District computers, networks, or online resources.
d. Unauthorized financial obligations resulting from use of Picayune School District resources and accounts to access the Internet.
e. Damages suffered by the user, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions.
f. Student, teacher, or employee access to what may be deemed as inappropriate material available on the Internet.
g. Further, the Picayune School District makes no warranties of any kind, whether expressed or implied, for the service it is providing.

12. Sanctions:
a. Violations by the users may result in loss of access.
b. Violations may result in additional disciplinary action according to the Picayune School District’s disciplinary policies.

13. The Internet Network Access Agreement is attached at the end of this policy and must be completed by the student or the employee prior to Internet use.

14. Consequences for Failure to Follow Terms and Conditions of Internet Use Policy
There will be consequences for any user who fails to follow Picayune School District and school guidelines and policies. The consequences may include paying for damages, denial of access to technology, detention, suspension, or other remedies applicable under the school disciplinary policy, and state or federal law. At the discretion of Picayune School District, law enforcement authorities may be involved and any violations of state and/or federal law may result in criminal or civil prosecution.

When user is using the Picayune School District system, it may seem as though these policies could easily be broken and that the user would not get caught. This is not true. Electronic footprints are left behind on a machine each time it is used, and the potential for apprehension always exists.

LEGAL REFERENCE: Section §37-11-53 (4)

INTERNET NETWORK ACCESS AGREEMENT

STUDENT OR EMPLOYEE NAME______________________________________

I have read all the rules, which are listed in the Picayune School District INTERNET APPROPRIATE USE POLICY, and agree to abide by them.

I realize the primary purpose of the computer network is educational, and that as such, educational purposes take precedence over all others.

I realize that the use of the Internet and the computer network is a privilege, not a right. I accept
that inappropriate behavior may lead to penalties including the revoking of my account, disciplinary action, and/or legal action.

I agree not to participate in the transfer of inappropriate or illegal materials through the Picayune School District Internet connection. I realize that in some cases, transfer of such materials may result in legal action against me.

I agree not to participate in the transfer of material that may be considered treasonous or subversive via the Picayune Internet connection.

I agree not to allow other individuals to use my account for Internet activities nor will I give anyone my password.

I release the Picayune School District and all other organizations related to the Picayune School District Internet connection from any liability or damages that may result from the use of the Internet connection. In addition, I will accept full responsibility and liability for the results of my actions concerning the use of the Internet. I release the Picayune School District, including all its schools, and related organizations from any liability relating to consequences resulting from use of the Internet.

A. STUDENT AGREEMENT:
I give permission for my son/daughter to use the Internet services provided by the Picayune School District, and agree to accept all financial and legal liabilities, which may result from my son/daughter’s use of the Picayune School District Internet connection, as long he/she is a student there. I, the student, also agree to accept all financial and legal liabilities which may result from use of the District’s Internet connection.

______________________________________________  ______________________
PARENT/GUARDIAN’S SIGNATURE   DATE

______________________________________________  ______________________
STUDENT’S SIGNATURE   DATE

B. EMPLOYEE AGREEMENT:
I will properly use the Internet services provided by the Picayune School District, and agree to accept all financial and legal liabilities, which may result from my use of the Picayune School District Internet connection, as long as I am an employee there.

______________________________________________  ______________________
EMPLOYEE’S SIGNATURE   DATE
The effective use of educational television is encouraged in the Picayune School District so long as it is closely correlated with the instructional program and serves sound education objectives.
The use of resource persons from the community in the classroom can be an invaluable educational instrument. The Board of Trustees wishes the professional staff to be concerned with locating and contacting people in various areas of interest and expertise who might serve as resource persons in particular units of study. All requests to use such resource persons shall be cleared with the principal of the school.
**Definition:** Any planned activity involving student(s) away from the schools but under the jurisdiction and supervision of the school.

As an important part of the educational service of the school, students may be taken on field trips. Such trips are made only with the permission of the parent or guardian. When such events are being planned, permission slips prepared by the district administration will be sent home and signed by the parent or guardian. All field trips are supervised by regular classroom teachers and/or other certified staff members employed by the school district. No field trips should be requested during the week(s) of term tests.

The cost of the school, club, athletic activity, or organization for utilizing school buses on trips is established by the district and information is available in the office of the Transportation Director.

**Field Trip Procedures**
The administration is aware of the need for and desirability of field trips to enrich the experiences of students. These trips must be planned in advance and designed to augment lesson plans of the teacher. Forms will be provided for each teacher who requests a field trip. Field trips must have the endorsement of the principal, the appropriate central office administrator, and/or the Superintendent. Teachers requesting permission to take field trips must show the relationship of the trips to bona fide work of the classroom. It should be clearly understood that field trips are educational in nature. Proof of insurance may be required by the administration prior to the student’s participation in field trips at the discretion of the Superintendent.

- The principal must be notified by the teacher in writing at least ten (10) school days in advance on the proper field trip request form. This field trip request must be made prior to any discussion with parents or students and prior to giving any information about the field trip to students or parents.

- Request for permission to make a field trip must be in writing, and the principal and appropriate central office administration and/or the Superintendent of Education must give written approval before parents are informed.

- Permission forms must be signed by the parent(s)/guardian(s) of each student making the trip.

- A field trip must be related specifically to the instructional program.

- Overnight field trips are not permitted unless approved by the Superintendent and the Board of Trustees.

- All field trips must be concluded five (5) school pays prior to the week of term examinations.

- No field trips in grades 7-12 will be approved for week(s) of term tests or in grades K-12 for five (5) school days before the date designated for state or district testing.

- Costs incurred must come from the school’s instructional budget and/or the appropriate department’s budget and/or the students will assume the entire or partial costs of the field trip when the trip has not been included in the district or school budget. All student fees shall be collected prior to departure.

- The person initiating the request for field trip shall be responsible for meeting all requirements related to the trip as defined in this policy, including securing the required number of chaperones as determined by the Board of Trustees.

- All requests for field trips must have prior written approval by the appropriate central office administrator and/or the Superintendent.
This act shall be known and may be cited as the “Mississippi Student Achievement Improvement Act of 1999.” (Senate Bill #2156, 1999 Legislative Session)

1. Each district Board of Trustees shall establish standards for graduation from its schools which shall include as a minimum:
   
   (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 Board of Trustees.

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 of Education.

3. The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation. §37-16-7 (1999)

4. On or before July 1, 2000, the State Board of Education shall implement the performance-
based accreditation system for school districts and for individual schools which shall include the following:

- High expectations for students and high standards for all schools, with a focus on the basic curriculum;
- Strong accountability for results with appropriate local flexibility for local implementation;
- A process to implement accountability at both the school district level and the school level;
- Individual schools shall be held accountable for student growth and performance;
- Set annual performance standards for each of the schools of the state and measure the performance of each school against itself through the standard that has been set for it;
- A determination of which schools exceed their standards and a plan for providing recognition and rewards to such schools;
- A determination of which schools are failing to meet their standards and a determination of the appropriate role of the State Board of Education and the State Department of Education in providing assistance and initiating possible intervention; and
- Development of a comprehensive student assessment system to implement these requirements.

The State Board of Education may continue to assign school district performance levels by using a number classification and may assign individual school performance levels by using a number classification to be consistent with school district performance levels. §37-17-6 (4) (1999)

If the State Board of Education and the Commission on School Accreditation determine that an extreme emergency situation exists in a school district which jeopardizes the safety, security, or educational interests of the children enrolled in the schools in that district and such emergency situation is believed to be related to a serious violation or violations of accreditation standards or State or federal law, the State Board of Education may request the Governor to declare a state of emergency in that school district. For purposes of this paragraph, such declarations of a State emergency shall not be limited to those instances when a school district’s impairments are related to a lack of financial resources, but also shall include serious failure to meet minimum academic standards, as evidenced by a continued pattern of poor academic performance. §37-17-6 (11) (b) (1999)

NOTE: Please refer to Senate Bill #2156 (1999) Legislative Session) for the complete text of the “Mississippi Student Achievement Improvement Act of 1999.”
Picayune School District policies regarding grades and grading procedures are adopted by the Board of Trustees and published annually in teacher/student handbooks as official policy statements of the Picayune School District.
EXAMINATIONS AND EXEMPTIONS

Picayune School District policies governing examinations and exemptions are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.
Upon request and at the discretion of the school administration, a student may re-take a core academic course for which a Carnegie unit credit has been previously earned. A core academic course may be re-taken only one (1) time. A core course may be re-taken only if space in the course is offered.

A maximum of only two (2) core academic courses may be repeated. The grade earned in the re-take course will be averaged with the grade earned by the student in the original course to determine a final transcript grade.

A letter of intent submitted by the student and parent, requesting the opportunity to re-take a core academic course, must be reviewed by the school committee, which is appointed by the school principal(s).

Upon committee review, a recommendation will be forwarded to the school principal(s) for consideration. Final approval for any student to re-take a core academic course will rest solely with the school principal(s).
REPORT CARDS

Picayune School District policies governing report cards are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.
Progress Reports shall be issued to every student during the fourth or fifth week of each of the four nine-week grading periods, and, as necessary, at any time beyond the mid-point in the grading period. It shall be the responsibility of the student to provide this information to his/her parent or guardian. Any student whose grades could result in a failing grade for the term must be considered in danger of failing. No teacher may record a term, semester, or a final grade of “F” for any student who has not been notified through a written progress report of his/her potential for failure. Copies of all progress reports for every student will be retained by individual teachers throughout the school year.

CROSS REFERENCE: Board Policy GBBB – STUDENT REPORTS
At the end of Term I and Term III, teachers will submit lists of their failures to the principal for those nine-week terms. At the end of Term II and Term IV, teachers will submit lists of failures to the principal for the respective semesters.
Picayune School District policies governing visitors and parent conferences are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.
Homework at times is desirable and necessary in order to stimulate initiative, independence, responsibility, interest in learning, good study habits, and school enrichment experiences through related home activities.

In assigning homework, the teacher should observe the following guidelines:

- The child should have a complete understanding of each homework assignment and have sufficient instructions, examples, and background so that it will be possible for him/her to complete the assignment.

- Teachers should be aware of home environment and not make assignments that are impossible for pupils to complete.

- The total combined homework assignments from all teachers in grades K-6 should not require more than one hour for the average child to complete for any given day and should not be assigned more than four (4) days per week.

- Homework should be assigned only when it is necessary to accomplish the objectives of the course.

- Consideration should be given to the ability of the students to do the work independently and to the time and conditions required to accomplish the assigned tasks.

- Homework should be checked by the teacher, and the students should be given credit for it.

- Homework assignments will not be given as punishment.

- Homework assignments should not be given over the holidays.

- Parents should be made aware of the homework policies of the school.
Picayune School District policies governing class rankings are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.
Picayune School District policies governing honor roll are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.
Picayune School District policies governing student classifications, promotion, and retention are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.

No student in the Picayune School District who meets the Picayune School District’s requirements for promotion shall be retained for extracurricular purposes.
The purpose of the Literacy-Based Promotion Act is to improve the reading skills of Kindergarten and First through Third Grade public school students so that every student completing Third Grade reads at or above grade level. The intent is to increase the proficiency of all students in reading by the end of their Third Grade year of school.

The Third Grade Reading Summative Assessment (beginning with the 2014/2015 school) a student scoring at the lowest achievement level in reading on the established state assessment for Third Grade will not be promoted to Fourth Grade.

Note: Beginning with the 2018/2019 school year, if a student’s reading deficiency is not remediated by the end of the student’s Third Grade year, as demonstrated by the student scoring above the lowest two (2) 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.

**Social Promotion:** A student may not be assigned a grade level based solely on age or any other factor that constitutes social promotion.

**Public School Requirements**

If a Kindergarten – Third Grade student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the following in writing:

- Determination of a substantial deficit in reading;
- Description of student services and supports presently provided;
- Description of proposed supplemental instruction and support to remediate the student’s deficit area(s);
- Strategies for parents to use to help students at home; and
- Notification that the student will not be promoted to Fourth Grade if reading deficiency cannot be remediated by the end of Third Grade.

Provide intensive reading instruction and immediate intervention to each Kindergarten – Third Grade student who exhibits a substantial deficiency in reading at any time.

The intensive reading instruction and intervention must be documented for each student grades Kindergarten – Third Grade in an individual reading plan, including, 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.

**Good Cause Exemptions**

A Third Grade student who fails to meet the academic requirements for promotion to the Fourth Grade may be promoted for good cause:

a. Limited English Proficient students who have had less than two (2) years of instruction in English Language Learner program;

b. Students with disabilities whose Individualized Education Plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;

c. Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 Plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency in reading OR was previously retained in Kindergarten, or First, Second, or Third Grade;

d. Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and

e. Students who have received intensive intervention 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.

Legal Reference: The Mississippi Literacy-Based Promotion Act (2016)

Board Approved 8/14/2018
The Picayune School District will ensure that students will be screened by a speech/language pathologist by the end of Grade 1. The components of the screening must include:

(a) Articulation;
(b) Language;
(c) Voice; and
(d) Fluency.

If a student fails the screener, the parent or legal guardian will be notified of the results of the screener. Subsequent speech/language impairment evaluations may be administered by licensed professionals, including, Speech/Language Pathologists, licensed under Chapter 38, Title 73, Mississippi Code of 1972.

If a student fails the screener, the school district, in its discretion, may perform a comprehensive speech/language impairment evaluation, such evaluation must be administered by any of the licensed professionals identified in paragraph two (2) of this policy.

If a parent or legal guardian of a student who fails the speech/language impairment screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by any of the licensed professionals identified in paragraph two (2) of this policy, and the resulting diagnosis of the subsequent evaluation must be accepted by the Picayune School District for purposes of determining eligibility for placement with a speech/language therapy program within the current school or to received a Mississippi Speech/Language Scholarship for placement in a speech/language impairment program in another public school or nonpublic special purpose school.

LEGAL REFERENCE: House Bill 896, 2013 Regular Session

Board Approved (Revision), February 24, 2015, Second Reading
Picayune School District policies governing the make-up schedule for tests and classroom assignments missed because of absences are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.
Graduation requirements are established by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.
The Picayune School District will be in compliance with Senate Bill No. 2389, Section §37-16-17 and §37-15-38 (Amended), Mississippi Code of 1972

Section 1.

Section §37-16-17

(1) Purpose.

(a) The purpose of this section is to create a quality option in Mississippi’s high schools for students not wishing to pursue a baccalaureate degree, which shall consist of challenging academic courses and modern career-technical studies. The goal for students pursuing the career track is to graduate from high school with a standard diploma and credit toward a community college certification in a career-technical field. These students also shall be encouraged to take the national assessment in the career-technical field in which they become certified.

(b) The State Board of Education shall develop and adopt course and curriculum requirements for career track programs offered by local public school boards in accordance with this section. The State Board for Community and Junior Colleges and the State Board of Education jointly shall determine course and curriculum requirements for the career track program.

(2) Alternative career track; description; curriculum.

(a) A career track shall provide a student with greater technical skill and a strong academic core and shall be offered to each high school student enrolled in a public school district. The career track program shall be linked to postsecondary options and shall prepare students to pursue either a degree or certification from a postsecondary institution, and industry-based training or certification, an apprenticeship, the military, or immediate entrance into a career field. The career track shall be designed primarily for those students who are not college bound and shall provide them with alternatives to entrance into a four-year university or college after high school graduation.

(b) Students pursuing a career tracks shall be afforded the opportunity to dually enroll in a community or technical college or to participate in a business internship or work-study program, when such opportunities are available and appropriate.

(c) Each public school district shall offer a career track program approved by the State Board of Education.

(d) Students in a career track program shall complete an academic core of courses and a career and technical sequence of courses.
(e) The twenty (20) course unit requirements for the career track shall consist of the following:

(i) At least four (4) English credits, including English I and English II.

(ii) At least three (3) mathematics credits, including Algebra I.

(iii) At least three (3) science credits, including one (1) unit of biology.

(iv) At least three (3) social studies credits, including one (1) unit of American History and one (1) unit of Mississippi Studies/American Government.

(v) At least one-half (½) credit in health and physical education.

(vi) At least four (4) credits in career and technical education courses in the dual enrollment-dual credit programs authorized under Section §37-15-38.

(vii) At least one (1) credit in integrated technology with optional end of course testing.

(viii) At least one and one-half (1 ½) credits in additional electives or career and technical education courses required by the local school board, as approved by the State Board of Education. Academic courses within the career track of the standard diploma shall provide the knowledge and skill necessary for proficiency on the state subject area tests.

(3) Nothing in this section shall disallow the development of a dual enrollment program with a technical college so long as an individual school district, with approval from the State Department of Education, agrees to implement such a program in connection with a technical college and the agreement is also approved by the proprietary school’s commission.

Section 2.

Section §37-15-38

(1) A local school board, the Board of Trustees of State Institutions of Higher Learning and the State Board for Community and Junior Colleges shall establish a dual enrollment system under which students in the school district who meet the prescribed criteria of this section may be enrolled in a postsecondary institution in Mississippi while they are still in school.

(2) **Student eligibility.**

Before credits earned by a qualified high school student from a community or junior college or state institution of higher learning may be transferred to the student’s home
school district, the student must be properly enrolled in a dual enrollment program.

(3) **Admission criteria for dual enrollment in community and junior college or university programs.**

The boards of trustees of the community and junior college districts and the Board of Trustees of State Institutions of Higher Learning may recommend to the State Board of Education admission criteria for dual enrollment programs under which high school students may enroll at a community or junior college or university while they are still attending high school and enrolled in high school courses. Students may be admitted to enroll in community or junior college courses under the dual enrollment programs if they meet that individual institution’s stated admission requirements.

(4) **Tuition and cost responsibility.**

Tuition and costs for university-level courses and community and junior college courses offered under a dual enrollment program may be paid for by the postsecondary institution, the local school district, the parents or legal guardians of the student, or by grants, foundations or other private or public sources. Payment for tuition and any other costs must be made directly to the credit-granting institution.

(5) **Transportation responsibility.**

Any transportation required by a student to participate in the dual enrollment program is the responsibility of the parent, custodian or legal guardian of the student. Transportation costs may be paid from any available public or private sources, including the local school district.

(6) **School district average daily attendance credit.**

When dually enrolled, the student may be counted, for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends high school.

(7) **High school student transcript transfer requirements.**

Grades and college credits earned by a student admitted to a dual enrollment program must be recorded on the high school student record and on the college transcript at the university or community or junior college and high school where the student attends classes. The transcript of the university or community or junior college coursework may be released to another institution or applied toward college graduation requirements.

(8) **Determining factor of prerequisites for enrollment in dual credit courses.**

Each university and community or junior college participating in a dual enrollment program shall determine course prerequisites for enrolling and receiving dual credit.
Process for determining articulation of curriculum between high school, university, and community and junior college courses.

Postsecondary curricula for eligible courses currently offered through Mississippi Curriculum Frameworks must meet the prescribed competencies requirements. Eligible courses not offered in Mississippi Curriculum Frameworks must meet the standards established at the postsecondary level. Postsecondary level developmental courses may not be considered as meeting the requirements of the dual enrollment program. Dual credit memorandum of understandings must be established between each postsecondary institution and the school district implementing a dual credit program.

All dual credit courses must meet the standards established at the postsecondary level.

Ineligible courses for dual credit programs.

Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is not eligible for dual credit.

Eligible courses for dual credit programs.

Courses eligible for dual credit include, but are not necessarily limited to, foreign languages, advanced math courses, advanced science courses, performing arts, advanced business and technology, and career and technical courses. All courses being considered for dual credit must receive unconditional approval from the superintendent of the local school district and the chief academic officer at the participating community or junior college or university in order for college credit to be awarded. A university or community or junior college shall make the final decision on what courses are eligible for semester hour credits. The local school superintendent shall make the final decision on the transfer of college or university courses credited to the student’s high school transcript.

High school Carnegie unit equivalency.

One (1) three-hour university or community or junior college course is equal to one-half (1/2) high school Carnegie unit. A full Carnegie unit may be awarded for a three-hour university or college course upon approval of the local superintendent. Partial credit agreements for postsecondary courses that are less than three (3) hours may be developed between a local school district and the participating postsecondary institution.

Course alignment.

Once alignment is achieved between university courses, community and junior college courses and the State Board of Education approved high school courses, the universities, community, junior colleges, high schools, the State Department of Education shall periodically review their respective policies and assess the place of dual credit courses within the context of their traditional offerings.
(14) **Maximum dual credits allowed.**

It is the intent of the dual enrollment program to make it possible for every eligible student who desires to earn a semester’s worth of college credit in high school to do so. A qualified dually enrolled high school student must be allowed to earn an unlimited number of college or university credits for dual credit as long as a B average is earned on the first two (2) approved dual credit courses. If a B average is not maintained after the completion of the student’s first two (2) dual credit courses, the student may not continue in the dual credit program.

(15) **Dual credit program allowances.**

A student may be granted credit delivered through the following means:

(a) Examination preparation taught at a high school by qualified teacher. A student may receive credit at the secondary level after completion of an approved course and passing the standard examination, such as an Advanced Placement or International Baccalaureate course through which a high school student is allowed CLEP credit by making a three (3) or higher on the end-of-course examination.

(b) School-based courses taught at a high school or designated postsecondary site by a qualified teacher who is an employee of the school district and approved as an instructor by the collaborating college or university.

(c) College or university-based courses taught at a college, university or high school by an instructor employed by the college or university and approved by the collaborating school district.

(d) Online courses of any public university, community or junior college in Mississippi.

(16) **Qualifications of dual credit instructors.**

A dual credit academic instructor must have, at a minimum, a master’s degree with at least eighteen (18) graduate semester hours in the instructor’s field of expertise. University and community and junior college personnel have the sole authority in the selection of dual credit instructors.

A dual credit career and technical education instructor must meet the requirements set forth by the State Board for Community and Junior Colleges in the qualifications manual for postsecondary career and technical personnel.

(17) **Guidance on local agreements.**

The Chief Academic Officer of the State Board of Trustees of State Institutions of Higher Learning and the Chief Academic Officer of the State Board for Community and Junior
Colleges and the State Department of Education, working collaboratively, shall develop a template to be used by the individual community and junior colleges and institutions of higher learning for consistent implementation of the dual enrollment program throughout the State of Mississippi.

(18) **Mississippi Works Dual Enrollment-Dual Credit Option.**

A local school board and the local community colleges board shall establish a Mississippi Works Dual Enrollment-Dual Credit Option Program under which potential or recent student dropouts may dually enroll in their home school and a local community college in a dual credit program consisting of high school completion coursework and a community college credential, certificate or degree program. Students completing the dual enrollment-credit option may obtain their high school diploma while obtaining a community college credential, certificate or degree. The Mississippi Department of Employment Security shall assist students who have successfully completed the Mississippi Works Dual Enrollment-Dual Credit Option in securing a job upon the application of the student or the participating school or community college. The Mississippi Works Dual Enrollment-Dual Credit Option Program will be implemented statewide in the 2012/2013 school year and thereafter. The State Board of Education, local school board and the local community college board shall establish criteria for the Dual Enrollment–Dual Credit Program. Students enrolled in the program will not be eligible to participate in interscholastic sports or other extracurricular activities at the home school district. Tuition and costs for community college courses offered under the Dual Enrollment-Dual Credit Program shall not be charged to the student, parents or legal guardians. When dually enrolled, the student shall be counted for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends high school, as provided in Section §37-151-7(1)(a). Any transportation required by the student to participate in the Dual Enrollment-Dual Credit Program is the responsibility of the parent or legal guardian of the student, and transportation costs may be paid from any available public or private sources, including the local school district. Grades and college credits earned by a student admitted to this Dual Enrollment-Dual Credit Program shall be recorded on the high school student record in which the student attends classes. The transcript of the community college coursework may be released to another institution or applied toward college graduation requirements. Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is eligible for dual credit, and courses eligible for dual credit shall also include career, technical and degree program courses. All courses eligible for dual credit shall be approved by the superintendent of the local school district and the chief instructional officer at the participating community college in order for college credit to be awarded. A community college shall make the final decision on what courses are eligible for semester hour credits and the local school superintendent, subject to approval by the Mississippi Department of Education, shall make the final decision on the transfer of college courses credited to the student’s high school transcript.

“Dual enrollment-dual credit programs” shall mean programs for potential or recent high school student dropouts to dually enroll in their home high school and a local community
college in a dual credit program consisting of high school completion coursework and a
credential, certificate or degree program at the community college, as provided in
Section §37-15-38 (19).

The district’s average daily attendance shall include any student enrolled in a Dual
Enrollment-Dual Credit Program as defined and provided in Section §37-15-38 (19). The
State Department of Education shall make payments for Dual Enrollment-Dual Credit
Programs to the home school in which the student is enrolled, in accordance with
regulations promulgated by the State Board of Education. The community college
providing services to students in a Dual Enrollment-Dual Credit Program shall require
payment from the home school district for services provided to such students at a rate of
one hundred percent (100%) of ADA. All MAEP/state funding shall cease upon
completion of high school graduation requirements.

LEGAL REFERENCE: Senate Bill No. 2389
               Section §37-16-17, Mississippi Code of 1972
               Section §37-15-38, Mississippi Code of 1972, As Amended
               Senate Bill No. 2792, Regular Session 2012
SECTION 1

(1) This section shall be known and may be cited as the “Distance Learning Collaborative Act of 2016.”

(2) As used in this section:

(a) “Distance learning” means a method of delivering education and instruction on an individual basis to students who are not physically present in a traditional setting such as a classroom. Distance learning provides access to learning when the source of information and the learners are separated by time and distance, or both. Distance learning courses that require a physical on-site presence for any reason other than taking examinations may be referred to as hybrid or blended courses of study.

(b) “Department” means the Mississippi Department of Education.

(c) A “distance learning collaborative” means a school or schools that write and submit an application to participate in the voluntary distance learning program. A distance learning collaborative is comprised, at a minimum, of a public school district, and may include an agency or other nonprofit organization approved by the State Department of Education to provide distance learning resources.

(d) A “lead partner” is a public school district or other nonprofit entity with the instructional expertise and operational capacity to manage the Distance Learning Collaborative Program as described in the approved application for funds. The lead partner serves as the fiscal agent for the collaborative and shall disburse awarded funds in accordance with the collaborative’s approved application. The lead partner ensures that the collaborative adopts and implements Distance Learning Collaborative Program consistent with the standards adopted by the State Board of Education. The public school district shall be the lead partner if no other qualifying lead partner is selected.

(3) Effective with the 2016/2017 school year, the Mississippi State Department of Education shall establish a voluntary distance learning grant program which shall be a collaboration among the entities providing distance learning services for students. The Distance Learning Collaborative Program shall provide financial assistance to encourage and improve distance learning education services in rural areas through the use of telecommunications, computer networks and related advance technologies to be used by students, teachers and rural residents. Grants are for projects where the benefit is primarily delivered to end users who are not at the same location as the source of the education service.
(4) Distance Learning Collaborative Grants may be used to:

(a) Acquire the following types of equipment: (i) computer hardware and software; (ii) audio and video equipment; (iii) computer network components; (iv) terminal equipment; (v) data terminal equipment; (vi) inside wiring; (vii) interactive video equipment; and (viii) other facilities that further distance learning technology services.

(b) Acquire instructional programming for distance learning programs.

(c) Acquire technical assistance and instruction for using eligible equipment.

(d) The cost of tuition and fees for students to participate over and above the available federal Perkins Loans or Stafford Loans which are loaned directly to qualifying students to assist in covering the cost of distance learning funding.

(e) Any interest charges that accumulate during a student’s degree program for the utilization of distance learning services.

(5) Subject to the availability of funds appropriated therefor, the State Department of Education shall administer the implementation, monitoring and evaluation of the voluntary Distance Learning Collaborative Program; including awards and the application process. The department shall establish a rigorous and transparent application process for the awarding of funds. Lead partners shall submit the application on behalf of their distance learning collaborative. The department will establish monitoring policies and procedures that shall include at least one (1) site visit per year. The department will provide technical assistance to collaboratives and their providers to improve the quality of distance learning services. The department will evaluate the effectiveness of each distance learning collaborative.

(6) Distance Learning Collaborative Program funds shall be awarded to distance learning collaboratives whose proposed programs meet the program criteria established by the State Board of Education which shall include the following:

(a) Distance learning programs shall be approved and registered with the State Department of Education and course content must be aligned with state standards.

(b) Distance learning instructors shall complete professional development training in online methodology and technical aspects of web-based instruction, and may be credentialed by the National Board for Professional Teaching Standards (NBPTS).

(c) Transcript equivalency of grades between online and traditional classes. Student enrollment and credits awarded shall be made in accordance with regulations jointly approved by the State Board of Education, the Mississippi Community College Board and the Board of Trustees of State Institutions of Higher Learning.

(d) Curriculum standards for online courses.
(e) Classroom “seat time” requirements for online courses.

(f) Accountability for student achievement, including methods to assess online course completion rates.

(7) A teacher, assistant teacher or other employee whose salary and fringe benefits are paid from state funds allocated for the Distance Learning Collaborative Program shall only be classified as a state or local school district employee eligible for state health insurance benefits or membership in the Public Employees’ Retirement System, if the person’s employer is already a public school district or an agency or instrumentality of the state, and the employee would be eligible for such benefits in the normal course of business.

(8) Funding shall be provided for the Distance Learning Collaborative Program beginning with the 2016/2017 fiscal year subject to appropriation by the Legislature, and the Legislature may appropriate funds to implement the program on a phased-in basis. The State Department of Education may receive and expend contributions and funding from private sources for the administration and implementation of the Distance Learning Collaborative Program. In the initial phase of implementation, the State Department of Education shall award state funds based on a community’s capacity, commitment and need in order to encourage and improve distance learning services in rural areas. The department shall make an annual report to the Legislature and the Governor regarding the effectiveness of the Distance Learning Collaborative Program, and the PEER Committee shall review those reports and other program data and submit an independent evaluation of the program operation and effectiveness to the Legislature and the Governor on or before October 1 of the calendar year before the beginning of the next phased-in period of funding. The State Department of Education shall reserve no more than five percent (5%) of the appropriation in any year for administrative costs. Funds remaining after awards to distance learning collaborative may be carried over in the following year.

(9) The lead partner of a distance learning collaborative and the local school district shall compile information about online learning programs for high school students to earn college credit and place the information on its website. Examples of information to be compiled and placed on the website include links to providers of approved online learning programs, comparisons among various types of online programs regarding awarding of credit advantages and disadvantages of online programs, and other general assistance and guidance for students, teachers and counselors in selecting and considering online learning programs. Public high schools shall ensure that teachers and counselors have information about online learning programs for high school students to earn college or university credit and are able to assist parents and students in accessing the information. Distance learning collaboratives shall ensure that parents and students have opportunities to learn about online learning programs under this section.

SECTION 2

(1) The following phrases have the meanings ascribed in this section unless the context clearly requires otherwise:
(a) A dual enrolled student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school.

(b) A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving high school and college credit for postsecondary coursework.

(2) A local school board, the Board of Trustees of State Institutions of Higher Learning and the Mississippi Community College Board shall establish a dual enrollment system under which students in the school district who meet the prescribed criteria of this section may be enrolled in a postsecondary institution in Mississippi while they are still in school.

(3) Dual credit eligibility. Before credits earned by a qualified high school student from a community or junior college or state institution of higher learning may be transferred to the student’s home school district, the student must be properly enrolled in a dual enrollment program.

(4) Admission criteria for dual enrollment in community and junior college or university programs. The Mississippi Community College Board and the Board of Trustees of State Institutions of Higher Learning may recommend to the State Board of Education admission criteria for dual enrollment programs under which high school students may enroll at a community or junior college or university while they are attending high school and enrolled in high school courses. Students may be admitted to enroll in community or junior college courses under the dual enrollment programs if they meet that individual institution’s stated dual enrollment admission requirements.

(5) Tuition and cost responsibility. Tuition and costs for university-level courses and community and junior college courses offered under a dual enrollment program may be paid for by the postsecondary institution, the local school district, the parents or legal guardians of the student, or by grants, foundations or other private or public sources. Payment for tuition and any other costs must be made directly to the credit-granting institution.

(6) Transportation responsibility. Any transportation required by a student to participate in the dual enrollment program is the responsibility of the parent, custodian or legal guardian of the student. Transportation costs may be paid from any available public or private sources, including the local school district.

(7) School district average daily attendance credit. When dually enrolled, the student may be counted, for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends high school.

(8) High school student transcript transfer requirements. Grades and college credits earned by a student admitted to a dual credit program must be recorded on the high school student record and on the college transcript at the university or community or junior college where the student attends classes. The transcript of the university or community or junior college
coursework may be released to another institution or applied toward college graduation requirements.

(9) Determining factor of prerequisites for dual enrollment courses. Each university and community or junior college participating in a dual enrollment program shall determine course prerequisites. Course prerequisites shall be the same for dual enrolled students as for regularly enrolled students at that university or community or junior college.

(10) Process for determining articulation of curriculum between high school, university, and community and junior college courses. All dual credit courses must meet the standards established at the postsecondary level. Postsecondary level developmental courses may not be considered as meeting the requirements of the dual credit program. Dual credit memorandum of understandings must be established between each postsecondary institution and the school district implementing a dual credit program.

(11) Eligible courses for dual credit programs. Courses eligible for dual credit include, but are not necessarily limited to, foreign languages, advanced math courses, advanced science courses, performing arts, advanced business and technology, and career and technical courses. Distance Learning Collaborative Program courses approved under Section 1 shall be fully eligible for dual credit. All courses being considered for dual credit must receive unconditional approval from the superintendent of the local school district and the chief instructional officer at the participating community or junior college or university in order for college credit to be awarded. A university or community or junior college shall make the final decision on what courses are eligible for semester hour credits.

(12) High school Carnegie unit equivalency. One (1) three-hour university or community or junior college course is equal to one (1) high school Carnegie unit.

(13) Course alignment. The universities, community and junior colleges and the State Department of Education shall periodically review their respective policies and assess the place of dual credit courses within the context of their institutional offerings.

(14) Maximum dual credits allowed. It is the intent of the dual enrollment program to make it possible for every eligible student who desires to earn a semester’s worth of college credit in high school to do so. A qualified dually enrolled high school student must be allowed to earn an unlimited number of college or university credits for dual credit.

(15) Dual credit program allowances. A student may be granted credit delivered through the following means:

(a) Examination preparation taught at a high school by a qualified teacher. A student may receive credit at the secondary level after completion of an approved course and passing the standard examination, such as an Advanced Placement or International Baccalaureate course through which a high school student is allowed CLEP credit by making a three (3) or higher on the end-of-course examination.
(b) College or university courses taught at a high school or designated postsecondary site by a qualified teacher who is an employee of the school district and approved as an instructor by the collaborating college or university.

(c) College or university courses taught at a college, university, or high school by an instructor employed by the college or university and approved by the collaborating school district.

(d) Online courses of any public university, community or junior college in Mississippi.

(16) Qualifications of dual credit instructors. A dual credit academic instructor must meet the requirements set forth by the regional accrediting association (Southern Association of Colleges and Schools). University and community and junior college personnel have the sole authority in the selection of dual credit instructors.

A dual credit career and technical education instructor must meet the requirements set forth by the Mississippi Community College Board in the qualifications manual for postsecondary career and technical personnel.

(17) Guidance on local agreements. The Chief Academic Officer of the State Board of Trustees of State Institutions of Higher Learning and the Chief Instructional Officers of the Mississippi Community College Board and the State Department of Education, working collaboratively, shall develop a template to be used by the individual community and junior colleges and institutions of higher learning for consistent implementation of the dual enrollment program throughout the State of Mississippi.

(18) Mississippi Works Dual Enrollment-Dual Credit Option. A local school board and the local community colleges board shall establish a Mississippi Works Dual Enrollment-Dual Credit Option Program under which potential or recent student dropouts may dually enroll in their home school and a local community college in a dual credit program consisting of high school completion coursework and a community college credential, certificate or degree program. Students completing the dual enrollment-credit option may obtain their high school diploma while obtaining a community college credential, certificate or degree. The Mississippi Department of Employment Security shall assist students who have successfully completed the Mississippi Works Dual Enrollment-Dual Credit Option in securing a job upon the application of the student or the participating school or community college. The Mississippi Works Dual Enrollment-Dual Credit Option Program will be implemented statewide in the 2012/2013 school year and thereafter. The State Board of Education, local school board and the local community college board shall establish criteria for the Dual Enrollment-Dual Credit Program. Students enrolled in the program will not be eligible to participate in interscholastic sports or other extracurricular activities at the home school district. Tuition and costs for community college courses offered under the Dual Enrollment-Dual Credit Program shall not be charged to the student, parents or legal guardians. When dually enrolled, the student shall be counted for adequate education program funding purposes, in the average daily attendance of the public school district in which the student attends high school, as provided in Section §37-
151-7(1) (a). Any transportation required by the student to participate in the Dual Enrollment-Dual Credit Program is the responsibility of the parent or legal guardian of the student, and transportation costs may be paid from any available public or private sources, including the local school district. Grades and college credits earned by a student admitted to this Dual Enrollment-Dual Credit Program shall be recorded on the high school student record and on the college transcript at the community college and high school where the student attends classes. The transcript of the community college coursework may be released to another institution or applied toward college graduation requirements. Any course that is required for subject area testing as a requirement for graduation from a public school in Mississippi is eligible for dual credit, and courses eligible for dual credit shall also include career, technical and degree program courses. All courses eligible for dual credit shall be approved by the superintendent of the local school district and the chief instructional officer at the participating community college in order for college credit to be awarded. A community college shall make the final decision on what courses are eligible for semester hour credits and the local school superintendent, subject to approval by the Mississippi Department of Education, shall make the final decision on the transfer of college courses credited to the student’s high school transcript.

SECTION 3

This act shall take effect and be in force from and after July 1, 2016.

LEGAL REFERENCE: Senate Bill No. 2064
Section §37-15-38, Mississippi Code of 1972, As Amended
DEFINITION:

“Credit Recovery” is defined as a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive credit in designated courses or earn promotion.

ADMISSION REQUIREMENTS FOR CREDIT RECOVERY:

Category I: Mississippi Subject Area Testing Program (Algebra I, Biology I, English II, U.S. History)

1. Student has passed a Mississippi Subject Area Testing Program course (Algebra I, Biology I, English II, U.S. History) but has failed the course
2. Parent/Legal Guardian’s signed consent (on file in student’s cumulative folder)
3. Principal’s signed consent (on file in student’s cumulative folder)

Category II: Juniors/Seniors

1. Must have a failing grade of 64 or below on a course required for graduation (Electives can not be considered for Credit Recovery.)
2. Parent/Legal Guardian’s signed consent (on file in the student’s cumulative folder)
3. Principal’s signed consent (on file in the student’s cumulative folder)
4. Superintendent’s signed consent (on file in the student’s cumulative folder)

OTHER CONSIDERATIONS:

1. Credit Recovery may be completed in a nine weeks grading period, semester, or one academic school year.
2. The highest grade that can be earned through Credit Recovery is 65.
3. Student must complete all Credit Recovery work.
4. Credit Recovery is an academic class. Students will comply with all school rules, procedures, and policies while participating in a Credit Recovery class.
5. No prerequisite courses to a Subject Area Test course may be taken in Credit Recovery until a passing score on the Subject Area Test has been obtained.
6. Only four (4) courses may be taken in Academic Recovery during a student’s academic
career. Special circumstances may require a student to earn more than the maximum number of four (4) Recovery Credits. These situations will be submitted to the Superintendent for prior approval.

7. Students cannot have more than five (5) unexcused absences while enrolled in Credit Recovery.
CONDITIONS FOR GRANTING A HIGH SCHOOL DIPLOMA TO STUDENTS WHO WITHDREW PRIOR TO GRADUATION

Section 1

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

   (a) Completed all requisite graduation course work requirements and has achieved a passing score on an assessment reasonably comparable to the respective assessments that would qualify the person for high school graduation as such assessments existed at the time that the student would have graduated; and

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

(2) The State Department of Education is authorized to determine and/or develop any reasonably comparable assessment to be administered to persons seeking to obtain a diploma from the last Mississippi public high school of attendance under the authority granted under subsection (1) of this section.

Section 2

This act shall take effect and be in force from and after July 1, 2016

Legal Reference: Section §37-16-5, Mississippi Code of 1972, As Amended
Senate Bill No. 2160, Regular Session 2016
Graduation requirements are established by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.

Graduation Requirements for Special Education Students Receiving a Regular Diploma

In accordance with Mississippi Public School Accountability Standards, the Picayune School District requires that each student seeking to receive a regular high school diploma meet the requirements established by its local board of education and by the Mississippi State Board of Education.

The following recommendations are proposed as follows:

• Each special education student has earned a minimum of twenty-two (22) units or the current minimum requirements for graduation established by the Mississippi State Board of Education.

• Each student receiving a regular diploma has achieved a passing grade in at least six (6) courses designed to support or extend the knowledge base of the special education student. Course work may include special education courses specifically designed for the student (i.e., Directive Studies) or courses within the regular course framework (i.e., Computer Applications). These courses are in addition to the minimum Mississippi State Board of Education requirements.

• Each student will be provided an Individualized Education Plan.

• Each student receiving a regular diploma must successfully complete all requirements of the Mississippi Assessment System regarding prerequisites for receipt of a regular diploma.

LEGAL REFERENCE: Mississippi Public School Accountability Standards
Introduction

The Picayune School District, in an effort to improve employment opportunities of students with disabilities and to reduce the number of dropouts, shall offer three (3) options designed to promote the individualization of graduation programs. Effective for the 1999/2000 school year, the Picayune School District shall offer students with disabilities, as defined by the Individuals with Disabilities Education Act, the following options with regard to a secondary course of study:

- Students may enroll in an academic course of study aimed at obtaining a regular education high school diploma.

- Students may enroll in an occupational course of study aimed at obtaining an Occupational Diploma. The student must have an approved collection containing evidence of the student’s knowledge, skills, abilities, and work performance related to the occupational core curriculum. The primary postgraduate goal for students enrolled in the occupational course of study is competitive employment.

The special Mississippi Occupational Diploma for students with disabilities shall not be available to any student entering the Ninth Grade in the 2017/2018 school year or thereafter, pending State Board of Education approval of new graduation options.

- Students may obtain a Special Education Diploma (Certificate of Completion – Mississippi Code §37-16-11) which denotes completion of the objectives of the student’s Individualized Education Plan.

Special Education students entering the ninth grade in the 1999/2000 school year shall be the first students offered the option of an Occupational Diploma.

These programs of study are designed to meet the mandates from both federal and State legislation, as well as to incorporate the effective deliver of transition services. The programs set high expectations for students with disabilities, emphasize personal responsibility, give students the opportunity to achieve challenging standards, and encourage students to work hard to meet set standards.

The decision of the appropriate course of study must be made by the student’s Individualized Education Program (IEP) committee prior to the student’s ninth grade year or by an IEP committee prior to the student’s sixteenth birthday, whichever comes first. Program and diploma options are to be reviewed annually by an IEP committee and revisions made when appropriate. Students may select and move between courses of study leading to the regular high school diploma, the Occupational Diploma, the Certificate of Completion, and the GED, as appropriate. When there is indecision regarding which diploma option would be most appropriate for a student, the IEP committee is strongly encouraged to select the higher of the options being considered.
The Occupational Diploma

The Occupational Diploma option targets students with mild to moderate disabilities who, in the opinion of an IEP committee, are appropriate candidates. The Occupational Diploma offers an exit avenue that will prepare students with disabilities for a productive and contributing adulthood. Otherwise the adult outlook for this population remains one of dependency upon social programs and services rather than becoming included, fully participating members of the communities in which they reside.

The Picayune School District shall offer Special Education students the option to earn an Occupational Diploma. Each student completing the program shall have an approved collection of evidence of the student’s knowledge, skills, abilities, and employment competencies. This collection shall contain evidence of the student’s ability to be employable and live effectively in the community.

The Occupational Diploma Program consists of twenty-eight (28) required units of credit with the opportunity of earning thirty-two (32). This program exceeds the basic requirements for the traditional Certificate of Completion. The emphasis on achieving a higher level of academic performance and the emphasis on the successful work experiences are supported by instructional strands and content strands approved in the Mississippi Occupational Diploma Core Curriculum. The Picayune School District Occupational Diploma builds upon this core curriculum yet promotes higher standards and a respect for the needs of local employers.

In addition to the designated courses, students will participate in career preparation opportunities which may be school based (on campus) and/or community based (off campus). Beginning with the sophomore year, as appropriate, students shall be provided job development and job placement in a competitive employment situation.

Recommended Courses of Study for the Occupational Diploma

Ninth Grade

Occupational English I Consumer Mathematics
Environmental Science Geography/Mississippi Studies
Health Tech Prep
Electives (2)

Tenth Grade

Occupational English II Practical Mathematics
Life Science United States History
Career Preparation I Electives (3)
Eleventh Grade

Occupational English III Applied Mathematics
Human Growth and Development Government
Career Preparation II Electives (3)

Twelfth Grade

Occupational English IV Cooperative Education (3)
Electives (4)

The employment opportunity portion of the Occupational Diploma course of study consists of three components. Beginning in the tenth grade, students have the opportunity to work in jobs with an employee of the school system. The on-campus jobs will be supervised by a transition coordinator. The student must demonstrate successful experiences and acceptable work performance evaluations in a minimum of three (3) school-based work experiences, a minimum of six (6) job shadowing experiences, or a combination of the two (2) experiences for a minimum of thirty (30) hours. This requirement can be waived in lieu of a minimum of thirty (30) hours of community-based training experiences if agreed upon by the IEP committee. This requirement may be waived if the student successfully completes a planned career/technical education course of study.

Beginning in the eleventh grade, students will have the opportunity to train with employees at local businesses. Students will be assisted with arrangements for transportation. In the eleventh grade, the student must have successful experiences and acceptable work performance evaluations in a minimum of two (2) community-based work training experiences with a minimum of thirty (30) hours. Students in work training placements will be directly supervised by an employee of the local business and indirectly supervised by the transition coordinator. While on the site, students will perform the same work as their assigned employee supervisor. All work training will be conducted in accordance with Department of Labor guidelines and appropriate records will be maintained. This requirement may be waived if the student successfully completes a planned career/technical education course of study.

In the twelfth grade, students completing prerequisites and desiring competitive employment are placed in jobs as early in the school year as possible. Each student must have documented evidence of a minimum of three hundred sixty (360) successful paid employment hours during their senior year. Release time is provided for students to participate in work experiences for credit. This requirement may be waived if the student successfully completes a planned career/technical education course of study.

The Transition Coordinator will monitor, supervise, and share job support responsibilities with other relevant adult service agencies as well as with various employers and employees in the community. The Transition Coordinator and special education teachers will assist students in all aspects of obtaining and maintaining a paid job during his/her senior year.
Criteria for Awarding the Occupational Diploma  
2002/2003 School Year

• The student must have a disability as defined by the Individuals with Disabilities Education Act.

• Student must earn a minimum of twenty-eight (28) required course units outlined in the Picayune School District Occupational Diploma Curriculum requirements.

• The student must earn passing grades in all required courses.

• The objectives of the IEP should include, but not be limited to, the targeted objectives from the occupational course of study.

• The student must adhere to the rules and policies of the Picayune School District regarding attendance and discipline.

• Students must successfully complete an approved collection of evidence as per Picayune School District Board policy. The following are minimum requirements:

  • Items of evidence representative of the student’s level of acquisition of content standards must be collected by the teacher and documented. Items of evidence must be included for all content standards. A single item of evidence may be used to document more than one content standard and in more than one core curriculum course.

  • Each content standard taught in the core curriculum courses should have a competency assessment to demonstrate mastery. These competency assessments should be included as part of the required collection of evidence.

  • The students must have successful experiences and acceptable work performance evaluations in a minimum of three (3) school-based assessment experiences, a minimum of six (6) job shadowing experiences, or a combination of the two (2) experiences for a minimum of thirty (30) hours. This requirement may be waived in lieu of a minimum of thirty (30) hours of community-based training experiences if agreed upon by an IEP committee. This decision must be documented.

  • The student must have successful experience and acceptable work performance evaluations in a minimum of two (2) community-based work training experiences with a minimum total of thirty (30) hours. This requirement may be waived if the student successfully completes a planned career/technical education course of study.

• The student must complete a competitive employment experience consisting of a
minimum of three hundred sixty (360) hours during his/her senior year. This requirement may be waived if the student successfully completes a planned career/technical education course of study and is designated as a “program completer.”

- An exiting IEP committee meeting must be held before the student graduates to evaluate the accomplishment of the goals and objectives of the IEP and completion of all requirements of the Occupational Diploma. At this meeting, the student will present his/her collection of evidence for review by the IEP committee. Content standards without documentation indicate a need for instruction that must be addressed by the student’s IEP committee before the student will be considered a candidate to receive the Occupational Diploma. The principal or his/her designee must participate in the IEP committee decision regarding the completion of the requirements for receipt of the Occupational Diploma.

- If a student chooses to change from a regular education high school diploma track to the Occupational Diploma program in the senior year, regardless of the number and type(s) of credits previously earned, the student must meet the twelfth grade requirements as designed and agreed upon by the student’s IEP committee to receive the Occupational Diploma. For these students, additional course work and/or community-based work training experience may be required. The IEP committee decision regarding the student’s twelfth grade requirement should be based on the student’s individual needs. The student’s IEP committee must evaluate each decision on a case-by-case basis.

- A plan of improvement will be initiated in the event that requirements for the Occupational Diploma are not being met. The plan will be implemented by an IEP committee at any time necessary and will last a minimum of nine weeks. The IEP committee will determine whether the requirements are being met on a case-by-case basis.

LEGAL REFERENCE: Section §37-16-11
Senate Bill No. 2432, Regular Session 2017

Board Approved (Revised) June 13, 2017
1. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teachers, coaches, or other administrative staff members of the school or the central staff of a local school board shall attempt, directly or indirectly, to change, alter, or otherwise affect the grade received by a student from his teacher except as otherwise specifically allowed by this section.

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

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

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

LEGAL REFERENCE: House Bill No. 696, Regular Session 2012
In addition to the curriculum otherwise required by law or the State Board of Education to be taught in the public schools of this state, the school board of a local school district may allow course credit to any high school student, who is a member of the National Guard and attends basic training camp during the summer between the end of the student’s junior year and the start of the student’s senior year of academic instruction. At the conclusion of the student’s basic training, the commanding officer of the National Guard unit of which the student is a reserve member shall provide evidence of the student’s completion of training to the local school district where the student is in attendance. Upon receipt of the evidence provided by the National Guard, the school district may award one (1) Carnegie unit of elective credit to the student. This elective credit may be applied along with the total number of Carnegie units required for the student to graduate.

LEGAL REFERENCE: Mississippi Legal Code §37-3-95, As Amended
House Bill No. 784, Regular Session 2012
It shall be the official policy of the Picayune School District to participate in all required statewide testing as mandated by the Mississippi State Legislature and the Mississippi State Board of Education. In addition, both criterion-referenced and norm-referenced assessment will be administered to selected groups of students in compliance with federal and State Title I regulations.

Test scores will be reviewed annually by the Board of Trustees, and assessment results will be utilized to determine strengths and weaknesses of the Picayune School District’s instructional program(s).

The Board of Trustees shall periodically assess student performance and achievement in each school. Such assessment programs shall be based upon local goals and objectives which are compatible with the State’s plan for education and which supplement the minimum performance standards approved by the State Board of Education. Data from district assessment programs shall be provided to the State Department of Education when such data is required in order to evaluate specific instructional programs or processes or when the data is needed for other research or evaluation projects. The Picayune School District may provide acceptable, compatible district assessment data to substitute for any assessment data needed at the State level when the State Department of Education certifies that such data is acceptable for the purposes of Section §37-16-3. §37-16-5 (1998)

The Picayune School District adheres to all requirements of the Mississippi Assessment System.

- It is unlawful for anyone knowingly and willfully to do any of the following acts regarding uniform tests administered to students as required by the State Department of Education and the General Education Development Test (GED):
  - Give examinees access to test questions prior to testing;
  - Copy or reproduce all or any portion of any secure test booklet;
  - Coach examinees during testing or alter or interfere with examinees’ responses in any way;
  - Make answer keys available to examinees;
  - Fail to account for all secure test materials before, during, and after testing;
  - Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

- Any person violating any provisions of subsection (1) of this section is guilty of a misdemeanor and upon conviction shall be fined not more than One Thousand Dollars ($1,000.00), or be imprisoned for not more than ninety (90) days or both. Upon
conviction, the State Board of Education may suspend or revoke the administrative or
teaching credentials, or both, of the person convicted.

- The District Attorney shall investigate allegations of violations of this section, either on
  his own initiative following receipt of allegations, or at the request of a school district or
  the State Department of Education.

- The District Attorney shall furnish to the State Superintendent of Education a report of the
  findings of any investigation conducted pursuant to this section.

- The State Board of Education shall establish statistical guidelines to examine the results of
  state mandated tests to determine where there is evidence of testing irregularities resulting
  in false or misleading results in the aggregate or composite tests scores of the class, grade,
  age group, or school district. When said irregularities are identified, the State
  Superintendent of Education may order students to retake the test at state expense under
  state supervision. The school district shall be given at least thirty (30) days’ notice before
  the next test administration and shall comply with the order of the State Superintendent of
  Education. The results from the second administration of the test shall be final for all uses
  of that data.

- Nothing in this section may be construed to prohibit or interfere with the responsibilities
  of the State Board of Education or the State Department of Education in test development
  or selection, test form construction, standard setting, test scoring, and reporting, or any
  other related activities which in the judgment of the State Superintendent of Education are
  necessary and appropriate. §37-16-4 (1990)

Transfer Students

All students seeking to transfer from any school, public or private, within or outside of the
boundaries of the State of Mississippi to the Picayune School District may be required to take a
test to determine the grade and class to which the pupil shall be assigned at the time of pupil
transfer.

The principal or his/her designee shall administer the test or tests to such pupil or pupils as shall
apply for transfer to such public school. Such test or tests shall be administered within thirty (30)
days after the filing of each such application for transfer. Notice of the giving of such test shall be
given the applicant not less than five (5) days prior to the date of the administration of such test.

No transfer of a pupil shall be effected until the test has been given and the pupil is assigned
according to the grade and class for which the test shows he/she is best suited. No pupil shall be
assigned to a grade and class more than three (3) grades above or below the grade or class that the
pupil would have been assigned to had the pupil remained in the school from which the transfer is
being made. Pending the administration of the test herein provided for and its grading and an
assignment based thereon, the Superintendent of the Picayune School District or the attendance
center principal to which the pupil seeks admission may assign the pupil temporarily to a grade
and class comparable to that in which the pupil would have been had the pupil continued in the
school from which the transfer was being made.
If any student is transferred or reassigned within the Picayune School District by order of the Board of Trustees as designated by law of the State of Mississippi and not at his/her own request, the requirement of that pupil’s taking the standardized test shall be waived. Likewise, if a pupil shall transfer from one school district to another school district in the manner provided by the laws of the State of Mississippi, the requirement of such pupil taking the standardized test shall be waived. §37-15-33 (1988)

Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited by a regional or State agency is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of the student. {MS Code §37-15-33} Note: The administrative head of each public school shall assure that each pupil applying for transfer shall be tested within thirty (30) days after the filing of such application for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five (5) days prior to the date of the administration of such test.

Special Education Students

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 extend 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. Senate Bill #2506 (1999 Legislative Session) and §37-23-1 (1999)

Children with disabilities shall be included in general statewide and district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, State Department of Education and the local educational agency shall:

• Develop policies and procedures for the participation of children with disabilities in alternate assessments for those children who cannot participate in statewide and district-wide assessment programs; and

• Develop and, beginning not later than July 1, 2000, conduct those alternate assessments. §37-16-9 (1999)

Administration of Uniform Basic Skills Tests

Uniform basic skills tests shall be completed by each student in the appropriate grade. These tests shall be administered in such a manner as to preserve the integrity and validity of the assessment. In the event of excused or unexcused student absences, make-up tests shall be given. The school Superintendent of every school district in the State shall annually certify to the State Department of Education that each student enrolled in the appropriate grade has completed the required basic skills assessment test for his/her grade in a valid test administration.
NOTES:

- According to a 1998 Attorney General Opinion, automatic fail provision of an absences policy may not apply against legal, excused absences. Such absences policies may not be applied against absences resulting from disciplinary suspensions. If absences policies are applied to truant children who are otherwise passing, the district must afford the child procedural due process. (Attorney General Opinion, Carter, 1-9-98) (#183) (97-0817)

- Please refer to the current edition of Mississippi Public Schools Accountability Standards for information on Performance Standards and Requirements of the Mississippi Assessment System.

LEGAL REFERENCE:

- Section §37-16-3
- Section §37-16-5 (1998)
- Section §37-16-4 (1990)
- Senate Bill #2506 (1999)
- Section §37-23-1 (1999)
- Section §37-16-9 (1999)
- **House Bill No. 631 (2010)**

CROSS REFERENCE:

- Board Policy IB – INSTRUCTIONAL GOALS
- Board Policy IC – CURRICULUM DEVELOPMENT
- Board Policy IH – STUDENT ACHIEVEMENT IMPROVEMENT

ACT OF 1999

Board Policy JBC – ADMISSIONS

OPTING OUT OF STATE TESTING

The Picayune School District Board of Trustees believes that state student assessments are a
useful and valid tool in helping the Board of Trustees assess the progress the school district is making in raising the level and quality of education throughout the district, and is so important that it has been codified in state law (Mississippi Code Section §37-16-3, et seq.). Mississippi law mandates that “basic skills tests shall be completed by each student” and “in the event of excused or un-excused absences, make-up tests will be given.” [Mississippi Code Section §37-16-3(3)]. Whereas state law requires every school district within the state to “periodically assess student performance and achievement in each school” (Mississippi Code Section §37-16-5), student assessment therefore is not an option in the Picayune School District, but rather a requirement.

The Superintendent is required to develop procedures for students who arrive on campus on testing days whose parents refuse to allow the students to take state tests. At a minimum, such procedures shall include:

1. Ensuring students “opting out” of testing do not disrupt the administration of state tests;
2. Documenting the names, grades, and actual assessments for students who refuse to be tested; and
3. Providing a safe and orderly environment for all students in attendance each day.

The Picayune School District is not required to provide alternative activities on testing days for students whose parents refuse to allow their children to take state tests.


Board Approved, Second Reading, January 24, 2017
The Picayune School District will comply with the guidelines as set forth in State Board Policy IHF-2, Graduation Requirements, for the awarding of academic credit in those courses requiring the passage of end-of-course Subject Area Examinations for graduation, i.e., Algebra I, Biology I, U.S. History from 1877, and English II with a writing component. State Board Policy IHF-2 includes the following statement, which makes the awarding of academic credit for course work completed and the passing of an end-of-course Subject Area Test separate issues:

“Any Mississippi public school student shall not be awarded Carnegie unit credit unless the core objectives identified in the Mississippi Curriculum Framework have been mastered. Passage of the required Subject Area Test is a separate requirement towards graduation and shall not be criteria for awarding Carnegie unit credit.”

In accordance with State Board Policy IHF-2, Graduation Requirements, students who fail a course required for graduation must repeat the course regardless of whether or not he/she has earned a passing score on the state mandated end-of-course Subject Area Test corresponding to that course.

Any student failing an end-of-course Subject Area Test must repeat that test until a passing proficiency level is attained. Students who fail an end-of-course Subject Area Test will be given three (3) opportunities to retest each year.

In addition, any student failing an end-of-course Subject Area Test will be automatically reassigned to that course for remediation on a course audit basis.
All requests for test data pertaining to building or district and to standardized and/or criterion referenced test results must be approved by the Superintendent or his/her designated representative before such data can be released to any person(s), agencies, etc., for any purpose.

In accordance with United States Supreme Court decisions and the United States Constitution, no religious doctrine, sectarian, or denominational teaching shall be permitted in the public schools.
The Board of Trustees allows secular teaching about religion – the history of religion and comparative religions – and the school shall promote tolerance of religious diversity, encourage a spirit of cooperation, and cultivate harmony among persons of various religious beliefs.

The study and recital of patriotic and historic documents having religious references embedded in them is permitted.

This policy is not intended, nor shall it be interpreted, to interfere with the individual rights of students otherwise protected by law, and the United States Constitution.

Each teacher must make lesson plans in advance. The principal should have a planned system for supervising the planning process and for assuring compliance with this policy.

Effective lesson plans should reflect long-range planning as well as immediate objectives of
instruction. Lesson plans should provide a stimulus for effective teaching; provide for the most efficient and beneficial use of student time; establish general and specific objectives; indicate specific materials to be used in the learning process; and serve as a guide for a substitute teacher. The unit approach is encouraged in the preparation of lesson plans, requiring closely correlated daily lessons directed toward broad objectives to be achieved over a specified time. Isolated and incidental teaching without long-range planning should be rejected by the effective teacher.

A minimum outline that should appear in all lesson plans includes an abbreviated statement of the objective, the teaching process that will be used, the tests, or other items as directed by the administration, and any enrichment activities that will be used.

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**Daily Quite Reflection Period**

The Picayune School District Board of Trustees authorizes each classroom to conduct a brief period of quiet reflection for not more than sixty (60) seconds at the opening of school upon every
school day.

The moment of quiet reflection authorized by House Bill #51 is not intended to be and shall not be conducted as a religious service or exercise but is considered an opportunity for a moment of quiet reflection.

Motto of the United States of America

The motto of the United States of America, “IN GOD WE TRUST,” shall be displayed in each classroom, school auditorium, and school cafeteria. The motto shall be displayed on an appropriately framed background with minimum dimensions of eleven (11) inches by fourteen (14) inches. For purposes of this policy, “classroom” shall mean any room of a public school where instruction takes place.

LEGAL REFERENCE: House Bill #51
§37-13-163

The Picayune School District Board of Trustees may award an honorary high school diploma in a form prescribed and supplied to the Picayune School District by the State Board of Education to veterans of World War II and the Korean Conflict who were unable to complete their education due to their military service. The honorary diploma is available to any honorably discharged veteran residing in Mississippi who was scheduled to graduate between 1941 and 1955 but was inducted into military service before completing the necessary graduation requirements. Family members of deceased eligible veterans may apply for the diploma to be awarded posthumously.
Copies of the uniform application for persons seeking such a diploma are available from the State Board of Education.

LEGAL REFERENCE: House Bill #396, 2001 Regular Session, Mississippi Legislature