

**Yazoo City Municipal School District
Dr. Darron Edwards, Ph. D. Superintendent**

“Excellence is our Expectation”

**STUDENT HANDBOOK
2017-2018**



**Dave Collins, President
Lula Starling, Vice President
Vanessa Crowder, Secretary
Pattie Wright, Board Member
Zelda Baker, Board Member**

Contents

| | |
|---|----|
| DISTRICT CALENDAR | 5 |
| MISSISSISSIP ACCOUNTABILITY SYSTEM | 6 |
| LITERACY BASED-PROMOTION ACT | 6 |
| EQUAL EDUCATION OPPORTUNITY | 7 |
| SEXUAL HARRASSMENT | 7 |
| BULLYING OR HARRASSING BEHAVIOR | 8 |
| PARENTAL ENGAGEMENT | 8 |
| PTA/PTSA | 11 |
| SCHOOL VISITATION | 11 |
| FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) | 11 |
| SCHOOL ADMISSION | 14 |
| BIRTH CERTIFICATE | 16 |
| IMMUNIZATIONS | 16 |
| RESIDENCE | 17 |
| CHANGE OF RESIDENCE | 18 |
| TRANSFERS | 18 |
| EXCEPTIONAL EDUCATION PROGRAM SERVICES | 19 |
| HOMELESS PROGRAM SERVICES | 19 |
| PERSISTENTLY DANGEROUS SCHOOLS OR UNSAFE SCHOOL OPTION | 19 |
| WITHDRAWAL | 20 |
| SCHOOL ATTENDANCE, TARDINESS AND EXCUSES | 20 |
| TARDINESS TO CLASS | 20 |
| EXCUSED ABSENCES | 21 |
| EXCUSED TARDIES | 21 |
| PUPILS LEAVING SCHOOL GROUNDS | 22 |
| UNEXCUSED ABSENCES, TARDIES OR DISMISSALS | 22 |
| ALLOWABLE CREDIT FOR EXCUSED ABSENCES | 22 |
| MAKE UP WORK FOR UNEXCUSED ABSENCES | 22 |
| PERFECT ATTENDANCE | 22 |
| GRADING SYSTEM | 23 |
| GRADING CHANGES | 24 |
| PARENT-TEACHER CONFERNENCES | 24 |
| STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES | 25 |
| DRESS CODE | 26 |
| MANDATORY STUDENT DRESS CODE POLICY | 26 |
| GIRLS UNIFORM ITEMS | 27 |
| EMERGENCY PROCEDURES AND PREPAREDNESS EMERGENCY | 29 |
| EMERGENCY SCHOOL CLOSINGS | 29 |
| EMERGENCY SCHOOL PLAN | 29 |
| FIRE | 29 |
| TORNADO | 30 |
| TELEPHONE USAGE | 30 |
| ADMINISTERING MEDICINES TO STUDENTS | 30 |
| SELF-ADMINISTRATION OF MEDICATIONS | 30 |
| COMMUNICABLE AND CHRONIC INFECTIOUS DISEASES CHRONIC... | 31 |
| FUNDRAISING PROJECTS | 32 |
| PUBLIC GIFTS/DONATIONS TO SCHOOL | 32 |
| STUDENT ACTIVITY FUND | 32 |
| SOLICITATIONS | 32 |
| STUDENT TRANSPORTATION TO AND FROM SCHOOL | 32 |
| | |
| FOOD SERVICES | 33 |
| BREAKFAST | 33 |

| | |
|--|----|
| LUNCH | 33 |
| PRE-PAID PURCHASES | 33 |
| CORPORAL PUNISHMENT | 33 |
| LUNCHROOM BEHAVIOR | 34 |
| SCHOOL SEARCHES DESKS AND LOCKERS | 35 |
| STUDENTS | 35 |
| ABANDONED OR SEIZED PROPERTY CONFISCATED FROM STUDENTS | 35 |
| STUDENT FEES, FINES, AND CHARGES | 35 |
| TEXTBOOKS | 36 |
| CARE OF PROPERTY | 36 |
| LOST AND FOUND ITEMS | 36 |
| RECEIVING GIFTS AT SCHOOL | 36 |
| INSTRUCTIONAL INTERVENTION: MULTI-TIERED SYSTEM OF SUPPORT | 36 |
| HOMEWORK | 37 |
| STUDENT ACCEPTABLE USE AND INTERNET SAFETY | 37 |
| USE AND INTERNET SAFETY OVERVIEW | 38 |
| USE AND INTERNET SAFETY INTRODUCTION | 38 |
| USE AND INTERNET SAFETY DEFINITIONS | 38 |
| USE AND INTERNET SAFETY ACCESS TO INAPPROPRIATE MATERIAL | 38 |
| USE AND INTERNET SAFETY INAPPROPRIATE NETWORK USAGE | 38 |
| USE AND INTERNET SAFETY EDUCATION, SUPERVISION... | 39 |
| YAZOO CITY MUNICIPAL SCHOOL DISTRICT INTERNET TERMS... | 39 |
| PERSONAL SAFETY | 39 |
| ILLEGAL ACTIVITY | 40 |
| SYSTEM RESOURCE LIMITS | 40 |
| USER RIGHTS | 40 |
| CONSEQUENCES FOR FAILURE TO FOLLOW TERMS AND ... | 41 |
| PROMOTION AND RETENTION OF STUDENTS | 41 |
| KINDERGARTEN | 42 |
| FIRST GRADE STUDENTS | 42 |
| SECOND – FIFTH GRADE STUDENTS | 42 |
| ALL THIRD GRADE STUDENTS | 42 |
| SIXTH – EIGHTH GRADE STUDENTS | 43 |
| NINTH – ELEVENTH GRADE STUDENTS | 43 |
| TRANSFER STUDENTS | 43 |
| CREDIT RECOVERY (CR) | 43 |
| CR ADMISSION AND REMOVAL | 44 |
| CR PROGRAM INSTRUCTION | 44 |
| CR CONTENT AND CURRICULUM | 45 |
| CR PROGRAM GRADES | 45 |
| YCMSD REQUIREMENTS FOR HIGH SCHOOL GRADUATION | 45 |
| DISTRICT PATHWAY OPTION | 48 |
| TRADITIONAL PATHWAY OPTION | 48 |
| CAREER PATHWAY OPTION | 49 |
| MISSISSIPPI EARLY EXIT PATHWAY OPTION | 49 |
| INTERNATIONAL BACCALAUREATE PROGRAM OF STUDY | 49 |
| MISSISSIPPI OCCUPATIONAL DIPLOMA OPTION | 49 |
| GENERAL EDUCATION DEVELOPMENT (GED) OPTION | 50 |
| | |
| HOURS OF INSTRUCTION | 53 |
| GRADUATION CEREMONIES | 54 |

| | |
|---|----|
| EXTENDED DAY/YEAR | 54 |
| SUBJECT AREA TESTING PROGRAM COURSES | 54 |
| POLICY REVISIONS AND ADOPTIONS BY THE LOCAL BOARD... | 55 |
| GRADUATION REQUIREMENTS FOR THE DISTRICT PATHWAY ... | 55 |
| GRADUATION REQUIREMENTS FOR THE TRADITIONAL PATHWAY | 55 |
| GRADUATION REQUIREMENTS FOR THE CAREER PATHWAY | 56 |
| GRADUATION REQUIREMENTS FOR THE EARLY EXIT EXAM OPTION | 57 |
| HOW TO USE THE CONCORDANCE TABLE | 57 |
| REQUIREMENTS FOR THE HIGH SCHOOL GRADUATION | 58 |
| SPECIAL PROGRAMS: 21 ST CENTURY LEARNING CENTERS PROGRAM | 58 |
| ADVANCED PLACEMENT PROGRAM | 58 |
| YAZOO CITY ALTERNATIVE LEARNING CENTER | 59 |
| CAREER DEVELOPMENT CENTER (CDC) FOR VOCATIONAL EDUCATION | 59 |
| DUAL ENROLLMENT – DUAL CREDIT | 59 |
| ENGLISH LEARNERS (EL) AND IMMIGRANT PROGRAM | 59 |
| EXCEPTIONAL EDUCATION SERVICES | 60 |
| GIFTED EDUCATION PROGRAM (GEP) – OPEN DOORS | 60 |
| JUNIOR RESERVE OFFICERS TRAINING CORPS (JROTC) PROGRAM | 60 |
| MISSISSIPPI VIRTUAL PUBLIC SCHOOL (MVPS) | 61 |
| YOUTH COURT SCHOOL | 61 |
| BULLYING/HARASSING | 61 |
| PROCEDURES FOR PROCESSING A COMPLAINT | 62 |
| BULLYING/HARASSING BEHAVIOR COMPLAINT FORM | 64 |
| TRANSPORTATION (BUS) | 65 |
| DISCIPLINE | 66 |
| REGULATIONS FOR IN-SCHOOL SUSPENSION | 66 |
| IF THE INCIDENT IS A MINOR OFFENSE- | 66 |
| IF THE INCIDENT IS A MAJOR OFFENSE- | 67 |
| BEHAVIOR MODIFICATION PLAN | 67 |
| SUPERINTENDENT OR PRINCIPAL HAS DISCRETIONARY DISCIPLINARY.... | 68 |
| EXCEPTIONS TO THE LADDER OF CONSEQUENCES | 69 |
| LEVEL I, II, III DISCIPLINARY OFFENSES AND CONSEQUENCES | 70 |
| LEVEL III CONTINUED LEVEL IV | 71 |
| LEVEL V DISCIPLINARY OFFENSES AND CONSEQUENCES | 72 |
| APPENDICES: | 73 |
| SUBJECT AREA TESTING PROGRAM APPEALS PROCESS | 74 |
| MISSISSIPPI OCCUPATIONAL DIPLOMA (SB NO. 2432) | 76 |
| NO TRANSITIONS FROM MISSISSIPPI OCCUPATIONAL DIPLOMA (MOD) | 79 |
| ELECTRONIC DEVICE POLICY | 80 |
| INSTRUCTIONAL PROGRAM POLICY CODE (IHA) GRADING SYSTEM | 81 |
| MANDATORY SAME DAY AFTER SCHOOL DETENTION | 85 |
| PARENT ACKNOWLEDGEMENT OF HANDBOOK & CODE OF CONDUCT | 86 |
| DIRECTORY INFORMATION DENIAL FORM | 87 |
| ACCEPTABLE USE AND INTERNET SAFETY CONTRACT | 88 |

Yazoo City Municipal School District's Academic Calendar 2017-2018

July 2017

| Su | M | Tu | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

November 2017

| Su | M | Tu | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

August 2017

| Su | M | Tu | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

December 2017

| Su | M | Tu | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

March 2018

| Su | M | Tu | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

April 2018

| Su | M | Tu | W | Th | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

July 3-5, 2016 Independence Day All Schools and Offices Closed

August 1-2 New Teacher Orientation

August 3-4 & 7 Convocation & Professional Development (All Staff)

August 8 First Day of School for Students

September 4 Labor Day Holiday- All Schools and Offices Closed

September 14 Mid-Term Progress Reports Issued to Students

September 19 Parent/Teacher Conference 10:00-6:00pm
No students

October 2-6 1st Nine Weeks Exams

October 9 Fall Break- All Schools and Offices Closed

October 19 Report Cards Issued to students

October 20 60% Day Homecoming

November 9 Mid-Term Progress Reports Issued to Students

November 20-24 Thanksgiving Holiday- All Schools and Offices Closed

December 4-15 2nd Nine Weeks Exams

Dec. 18- Jan. 2 Winter Break-First Semester Ends All Schools and Offices Closed

January 3, 2018 Teachers & Students Return

January 11 Report Cards Issued to Students

January 15 Martin Luther King Jr. Holiday All Schools and Offices Closed

February 1 Mid-Term Progress Reports Issued to Students

February 19 President's Day Holiday All Schools and Offices Closed

March 5-9 3rd Nine Weeks Exams

March 12-16 Spring Break-All Schools and Offices Closed

March 27 Report Cards issued to students

March 30 & April 2 Easter Break-All Schools and Offices Closed

April 17 Mid-Term Progress Reports Issued to Students

April 17 Final Exams

May 14-18 5th Grade Promotion Ceremony- 9:30

May 24 8th Grade Promotion Ceremony - 1:30

May 25 Students Last Day 60% day

May 26 Graduation - 6:00p.m.

May 28 Memorial Day Holiday

May 31, 2018 Teachers Last Day

- School Closed/Holidays
- 60% Day/Homecoming
- First & Last Day of School

September 2017

| M | Tu | W | Th | F | S |
|----|----|----|----|----|----|
| | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | |

January 2018

| Su | M | Tu | W | Th | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

May 2018

| Su | M | Tu | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

February 2018

| Su | M | Tu | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

June 2018

| Su | M | Tu | W | Th | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

October 2017

MISSISSIPPI'S ACCOUNTABILITY SYSTEM

Mississippi Public School Accountability Standards (2014)

The accountability system is designed to improve student achievement and increase the level of accountability for both school districts and individual schools. The accountability model focuses on student achievement at each school and at the district level. Performance standards have been established, and student assessment data from the statewide assessment program will be used to determine individual school performance classifications and district level performance classifications.

School Performance Classifications

A B C D F

LITERACY BASED PROMOTION ACT

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 3rd grade reads at or above grade level. The intent is to increase the proficiency of all students in reading by the end of their 3rd grade year of school.

3rd Grade Reading Summative Assessment –Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th 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 K - 3 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 areas;
- Strategies for parents to use to help students at home; and,
- Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade
- Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

Good Cause Exemptions

- A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause:
- Limited English Proficient students with less than two (2) years of instruction in English Language Learner program;

- Students with disabilities whose Individualized Education Program (IEP)
- indicates that participation in the statewide accountability assessment
- program is not appropriate, as authorized under state law;
- Students with a disability who participate in the 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 and was previously retained;
- Students who demonstrate an acceptable level of reading proficiency on
- an alternative assessment approved by the State Board of Education; and,
- Students who have received intensive intervention in reading for two (2)
- or more years but still demonstrate a deficiency in reading and who
- previously were retained in Kindergarten or First, Second or Third Grade
- for a total of two (2) years and have not met exceptional education criteria.

A student who is promoted to Fourth Grade with a good cause exemption shall be provide intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among students with persistent reading difficulties.

EQUAL EDUCATION OPPORTUNITY

Section I: NONDISCRIMINATION

The Board of Trustees is committed to a policy of nondiscrimination on the basis of race, age, color, creed, sex, religion, marital status, national origin, or disability in accordance with federal and state law. Age shall be considered only with respect to minimums set by law and to maximums established for retirement as specified by the state or policies of this board.

Section II: SECTION 504 OF THE REHABILITATION ACT OF 1973

The Yazoo City Municipal School District shall not discriminate against persons with disabilities, including both students and employees in admission or access to or treatment or employment in its programs and activities to the extent provided by law. Disability is defined as students or staff members having any physical or mental impairment that substantially limits one or more major life activities including learning.

The district will identify, evaluate, and provide an appropriate public education to students with disabilities within the meaning of Section 504 of the Rehabilitate Act of 1973. The district's coordinator of Section 504 can be reached by calling (662) 746-2125

SEXUAL HARRASSMENT

Employees and students in academic institutions are protected from sexual harassment by Title IX of the Education Amendment of 1972. This amendment to the 1964 Civil Rights Act prohibits sex discrimination and sexual harassment in

educational institutions that receive federal assistance.

Complaints of violation of this policy may be made to the appropriate administrative officer or the Title IX coordinator of the Yazoo City Municipal School District without fear of reprisal. Should violations prove to be legitimate, the offending employee shall be subject to disciplinary action, including involuntary termination of employment. The district's coordinator of Title IX can be reached at (662)746-2125

BULLYING OR HARASSING BEHAVIOR

The board of trustees intends to provide all students with an equitable opportunity to learn. The board has a significant interest in providing a safe, orderly and respectful school environment that is conducive to student learning.

It shall be against policy and unlawful for any person on District property, at any District- sponsored function, or on a school bus to intimidate, threaten or coerce, or attempt to intimidate, threaten or coerce, whether by illegal force, threats of force or by the distribution of intimidating, threatening or coercive material, any person enrolled in any school for the purpose of interfering with the right of that person to attend school classes or of causing him not to attend such classes. Such Behavior will not be condoned by the District.

Bullying" is defined as a person willfully and repeatedly exercising power or control over another with hostile or malicious intent which can be either physical or psychological oppression, of a less powerful individual by a more powerful individual or group. Bullying can be any pattern of gestures or written, electronic or verbal communication.

PARENTAL ENGAGEMENT

Section I

The Yazoo City Municipal School District believes that effective parent involvement programs must be designed to provide leadership for home and school partnerships and to promote schools' commitment to building level planning and improvement. The No Child Left Behind Act of 2001 (NCLB Act) establishes the role of the school in involving parents and clarifies the relationship between the local school's role in parental participation and the role of the local educational agency (LEA). Research demonstrates that a positive impact on student success results when schools effectively involve parents.

This policy contains three components: (1) parent engagement; (2) shared responsibilities for high student performance; and, (3) building capacity for involvement.

It is the policy of the Yazoo City Municipal School District to do the following:

1. Provide coordination, technical assistance, training, support and resources to assist schools in planning and implementing effective parent involvement programs through the leadership of the district's Office of State and Federal Programs;
2. Build the schools' capacity for stronger parent involvement programs through

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

The Yazoo City Municipal School District promotes family involvement on all levels, including but not limited to:

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

Section II

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

1. Each Title I school must notify parents of its parental involvement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, Title I schools must make their parental involvement policy available to the local community and update it periodically to meet the changing needs of parents and the school;
2. Encourages the participation of parents of students eligible for Title I services in all aspects of their child's education, including the development and implementation of district programs, activities, and procedures designed to carry out NCLB parent involvement goals;
3. To support the efforts of parents by providing flexibility in meeting and conference times, purposes and locations;
4. To convene annual meetings to explain school programs, policies and plans;
5. To involve parents in planning and evaluation procedures;
6. To provide timely information regarding meetings, activities, and requests for parent response;
7. To provide prompt, personal responses to parents' requests and recommendations;
8. To strengthen the effectiveness of parents' ability to work with their children at home by providing training and support;
9. To provide school performance profiles that clearly show parents the schools' progress toward meeting state standards;

10. To provide opportunities for parents to assist in the instructional process at school and at home;
11. To provide regular, timely information for parents about their child's participation and progress in all educational programs;
12. To utilize creative, timely means of communication with parents;
13. To model positive communication with parents and practice methods to resolve conflicts;
14. To provide a comprehensive range of opportunities for parents to become informed and involved;
15. To provide a description and explanation of the curriculum, assessment and expected proficiency requirements;
16. To encourage each faculty and staff member to develop and implement a personal plan to establish and support parent involvement practices within their respective classrooms or job setting;
17. To develop homework practices that foster successful learning experiences for parent and child;
18. To assess the needs of families and design training opportunities that address these needs;
19. To assess the professional development needs of staff members and provide training opportunities designed to strengthen staff involvement with parents;
20. To coordinate services with the school counselor, social services, Head Start, Even Start and community agencies to address key family issues;
21. To recognize the diversity of family structures, circumstances and responsibilities, including differences that might hinder parent participation;
22. To develop a school-parent compact designed to outline the role of parent, child and school personnel in the share responsibility for learning;
23. To work constructively with school level parent teacher associations (PTAs) and other parent organizations to actively involve parents in their child's school;
24. Under the McKinney-Vento Homeless Assistance Act, schools must identify children and youth in homeless situations and provide appropriate services. Homelessness is one who:
 - (A) lacks a fixed, regular and adequate nighttime residence and
 - (B) includes - (i) children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (iii) children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children. Information will be shared about McKinney- Vento services, rights, and definitions when a parent or youth cannot provide proof of residency, guardianship, or other documentation, or when they display other

possible indicators of homelessness. Delaying the enrollment of a homeless student violates federal law and may place the student in danger.

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

PTA AND PTSA

The mission of the Parent-Teacher Association (PTA) and Parent-Teacher-Student Association (PTSA) is to strengthen the bond between the school and the home. We invite and urge all parents and students to join the PTA and PTSA and to participate in all projects, workshops, and meetings. All schools, according to Board Policy, shall have a school site council and school health council as well.

The overall purpose of PTA and PTSA is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

SCHOOL VISITATION

Any person desiring to visit a school must report upon arrival at the school to the principal's office for clearance. Observations can be made during instructional time only. Parents may visit not to exceed for one (1) hour at Webster, one hour per teacher at all remaining schools. Our goal is to ensure all students have a positive learning environment.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

1. The right to inspect and review the student's educational records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal or appropriate school official, a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's educational records that

the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Yazoo City Municipal School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member including health or medical staff and law enforcement unit personnel; a person serving on the School Board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request to officials of another school district in which a student seeks or intends to enroll, the district discloses educational records without consent. The district discloses directory information regarding its students. Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. The parent or eligible student has the right to refuse to let the district designate any or all types of information about the student as directory information. The parent or eligible student must notify the principal (or designee) in writing within five (5) days of receipt of the Handbook for Students and Parents that he or she does not want any or all of those types of information about the student designated as directory information.

Otherwise, consent is implied for the Yazoo City Municipal School District to release directory information to others including military recruiters as outlined. In the event that the school district provides either post-secondary educational institutions or prospective employers of secondary students' access to its school campuses, it must also provide military recruiters the

same type of access. The school district must also provide, upon request of military recruiters, the names of students, their addresses, and telephone numbers unless the secondary school student or the parent has requested that the school not release this information without prior written parental consent. A Student Directory Information Denial Form is available from each school's office or web site at <http://www.yazoocity.k12.ms.us>. The district may disclose directory information about former students without meeting these conditions.

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

Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to: Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

3. Political affiliations or beliefs of the student or student's parent;
 4. Mental or psychological problems of the student or student's family;
 5. Sex behavior or attitudes;
 6. Illegal, anti-social, self-incriminating, or demeaning behavior;
 7. Critical appraisals of others with whom respondents have close family relationships;
 8. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 9. Religious practices, affiliations, or beliefs of the student or parents; or
 10. Income, other than as required by law to determine program eligibility.
1. Receive notice and an opportunity to opt a student out of -
 - a. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use -

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated

minor under State law.

The Yazoo City Municipal School District has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Yazoo City Municipal School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Yazoo City Municipal School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Yazoo City Municipal School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by the district.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education.

SCHOOL ADMISSION

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

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

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

Students must be registered for and enrolled in their home school zone by their parent, legal guardian, or custodian. Legal Guardians must provide Letters of Guardianship; the school district will no longer accept Power of Attorney. State law prohibits legal guardianship solely for educational purposes. REF: Mississippi Code section 37-13-91:

Parent - means the father or mother to whom a child has been born, or the father or mother by whom a child has been legally adopted.

- a) Guardian - means a guardian of the person of a child, other than a parent, who is legally appointed by a court of competent jurisdiction
- b) Custodian - means any person having the present care or custody of a child, other than a parent or guardian of the child.

The non-parent/guardian is understood to be the child's custodian. The custodian claiming district residency must meet the same criteria as that of parents/guardians. If a child is living with a custodian, authority will be recognized to establish residency of the minor in situations that include, but are not limited to, the following:

- Death or serious illness of the child's parent(s)/guardian(s)
- Abandonment of the child
- Child abuse or neglect
- Unstable family relationship or undesirable conditions in the home of the child's parent(s)/guardian(s); or
- Students enrolled in recognized exchange programs residing with host families

The custodian claiming district residency must complete an Affidavit of Residency Form and all other required documents for early registration. No one will be seen without an appointment.

AGE

Students must be five (5) years old on or before September 1 of the current school term to enter kindergarten and six (6) years old on or before September 1 of the current school term to register for first grade. Students twenty-one (21) years of age prior to or on the opening day of school in the school year in which they apply for admission will not be admitted.

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

shall be allowed to enroll if

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

BIRTH CERTIFICATE

All preschool, kindergarten, new first-graders, and out-of-state pupils new to Yazoo City Municipal School District Schools must submit a **CERTIFIED BIRTH CERTIFICATE** upon enrollment. The principal/district may allow new enrollees to attend school by using a receipted copy of the certified birth form (**MUST SHOW PARENT(S) NAME**) for a period not to exceed sixty (60) days. It is the responsibility of the parent(s) upon receiving the **ORIGINAL CERTIFIED BIRTH CERTIFICATE** to forward this information to the school to be placed in the pupil's cumulative folder. Only students whose cumulative records show dates of birth as verified by certified birth certificates shall be enrolled. Application for a birth certificate may be obtained at the Division of Public Health, State Board of Health, Vital Records, 2423 North State Street, Yazoo City Municipal School District, MS. A fee is required for a certified copy.

IMMUNIZATIONS

Mississippi law provides that "it shall be unlawful for any child to attend school, kindergarten, or similar type facility intended for the instruction of children, either public or private, unless they shall first have been vaccinated against those diseases specified by the State Health Office." The board of trustees of the Yazoo City Municipal School District has the power, authority, and duty to require those vaccinations specified by the State Health Officer as provided by law. Application of immunization requirements will be consistent with state statute. All Yazoo City Municipal School District students must present to the school of enrollment a Certificate of Compliance (Form 121) regarding vaccinations. AO students must show evidence of immunization against tetanus, diphtheria, whooping cough, red measles, German measles, and poliomyelitis. Additionally, effective August 1, 2007, the Pneumococcal Conjugate Vaccine (PVC?) or "Prevnar", will be added as a childcare requirement for children under five years old and entering child care for the first time. All students will be required to present the certificate at or before the time of enrollment. Children entering school for the first time are required to have two doses of chickenpox vaccine or a history of chickenpox.

Beginning January 2008, all students, including those already enrolled in childcare, will be required to be vaccinated with the recommended doses of the pneumococcal vaccine. Certificates of vaccinations shall be issued by local health officers or physicians on forms specified by the Mississippi State Board of Health. Enforcement of this law will require removal of children from classes if they are

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

School principals are required to refuse admittance to any child whose parents or legal guardians do not present a birth certificate and a medical certification of proper immunizations within the allotted time. Beginning the 2012-2013 school year, the Mississippi State Department of Health will require the Tdap (tetanus, diphtheria, and pertussis) vaccination for 7th graders.

RESIDENCE

Any new student enrolling or entering the school district will be required to verify his/her residence address as a part of the registration process. Students cannot begin the process of completing registration until the verification of residence has been verified. A student, whose residency has not changed from the prior school year, shall in each succeeding year sign a Declaration of Residence Form. Students cannot complete registration until the Declaration of Residence has been verified by the building level principal, including a signature of parent, legal guardian, or custodian. For school attendance purposes, definition of residence is that the student physically resides full time, weekdays/nights, and weekends, at a place of abode located within the limits of the school district. All students shall register at the school they are zoned to attend. The parent, legal guardian, or custodian shall provide evidence of the residence. The Office Staff shall verify bona fide occupancy for new students.

Student Information Required

- Certified birth certificate - must show name of parent(s)
- Mississippi immunization compliance - Form 121
- Student's social security card (Note: All students are asked to present their social security card in order to enroll in the Yazoo City Municipal School District. No student will be denied enrollment based solely on the inability to present the original social security card.)
- Withdrawal form from previous school
- Student's last report card Parent Information Required
- Legal paperwork including adoption, court order, guardianship, custodial papers, etc.
- Two current proofs of residency (one from each group) - must be in parents' legal guardian or custodians name
- Sworn Affidavits of Residency and/or personal visit by a designated school district official
- Any other documentation that will objectively and unequivocally establish that the parent or legal guardian resides within the school district.

The proofs of residency must come from the following groups (One from each group with an address on the proof):

GROUP 1

Homestead exemption/mortgage deed, apartment or home lease/Property Taxes

GROUP 2

Current (within 60 days) utility bill (e.g., land-line telephone, water, gas, light, cable, satellite)

GROUP 3

Automobile registration/current insurance/current tag information/driver's license

Voter registration card

Paper work from DHS concerning Food Stamps, Medicaid, TANF, CHIPS, or Child Care Certificates

Letter of employment (no check stubs)

Recent tax papers

Paper work for unemployment, disability or social security income

Any document with a post office box address will not be accepted. In addition, a cellular telephone bill cannot be used as proof of residency.

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

CHANGE OF RESIDENCE

If at any time during the year a student's address or home telephone number changes, the parent/legal guardian/custodian must immediately report such change in the principal's office and in the guidance counselor's office. Students who change schools during the school year due to a change of address must present proof of residency before they can be enrolled in or withdrawn from their school zone.

Any individual having questions regarding the residence policy is urged to call the Central Office at (662) 746-2125.

TRANSFERS

Students transferring into the Yazoo City Municipal School District from another school district shall be conditional upon receipt of proper records from the previous school system, proof of residency requirements, and space availability at the requested site. **Enrollment of transfer students who have been previously dismissed, has extensive discipline referrals and/or expelled from other schools may be denied if disciplinary procedures indicate that the general welfare of the school, students, or faculty would be adversely affected.**

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 (Mississippi Code 37-15-33). Note: The administrative head of each public school shall ensure that each pupil applying for transfer from a school or program not accredited by a regional or state agency shall be tested within thirty days after the filing of such application for transfer. Notice of the giving of such test(s) shall be given to the applicant not less than five days prior to the date of the administration of such test.

EXCEPTIONAL EDUCATION PROGRAM SERVICES

Exceptional education transfers are granted as long as the student is enrolled in the special education program in the school. Students are assigned through the exceptional education office after proper review by the IEP Committee, SPED Director and Interim Superintendent. For additional information, please contact the special education office at (662)746-2125.

HOMELESS PROGRAM SERVICES

The district follows the guidelines for the McKinley Vento Act. For additional information regarding homeless program services, please contact the Office of Federal Programs at (662) 746-2125.

PERSISTENTLY DANGEROUS SCHOOLS OR UNSAFE SCHOOL OPTION

This policy addresses Certification of Compliance with Unsafe School Choice Option Requirements as required in the Consolidated Plan for No Child Left Behind.

The following definitions apply to this policy:

1. A "persistently dangerous school" is a public school other than a charter school in which the conditions during the past two (2) school years continually exposed its students to injury from violent criminal offenses and it is:
 - a. an elementary, middle or secondary public school in which a total of 20 or more violent criminal offenses were committed per 1,000 students (2.0 or more per 100 students) in two (2) consecutive school years; or
 - b. an elementary, middle or secondary public alternative school in which a total of 75 or more violent criminal offenses were committed per 1,000 (7.5 or more per 100 students) in two (2) consecutive school years; and
2. "Violent criminal offenses" are the following crimes reported in the Mississippi Student Information System:

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

- A. **Homicide** as defined in Sections 97-3-19, 97-3-27, 97-3-29, 97-3-31, 97-3-35, 97-3-37, and 97-3-47 of the Mississippi Code Annotated 1972, as amended,
- B. **Kidnapping** as defined in Section 97-3-53 of the Mississippi Code Annotated 1972, as amended,
- C. **Rape** as defined in Sections 97-3-65 and 97-3-71 of the Mississippi Code Annotated 1972, as amended,
- D. **Robbery** as defined in Sections 97-3-73, 97-3-77 and 97-3-79 of the Mississippi Code Annotated 1972, as amended,
- E. **Sexual Battery** as defined in Section 97-3-95 of the Mississippi Code Annotated 1972, as amended,
- F. **Mayhem** as defined in Section 97-3-59 of the Mississippi Code Annotated 1972, as amended,
- G. **Poisoning** as defined in Section 97-3-61 of the Mississippi Code Annotated 1972, as amended,
- H. **Extortion** as defined in Section 97-3-82 of the Mississippi Code

- Annotated 1972, as amended,
- I. **Stalking** as defined in Section 97-3-107 of the Mississippi Code Annotated 1972, as amended, and
 - J. **Seizure and Forfeiture of Firearms** as defined in Section 97-3-110 of the Mississippi Code Annotated 1972, as amended.

WITHDRAWAL

Students withdrawing from school shall report the withdrawal to the principal or designee of the school. The principal or designee shall verify the request for withdrawal with the parent, legal guardian, or custodian. Students who change schools due to a change of address or by legal transfer must first withdraw from the old school. The withdrawing school will give the student the completed Withdrawal Form to take to the receiving school. All textbooks and library books shall be returned before withdrawal can be completed. Verification for residence of new address must be presented at the time the student withdraws from school. Cumulative records will be sent to the new school.

SCHOOL ATTENDANCE, TARDINESS AND EXCUSES

Good school attendance and promptness to classes are extremely important matters to the Yazoo City Municipal School District. Time on task is essential if students are to succeed in their educational efforts. The right to attend public schools places responsibility on students and their parents to strive for perfect attendance.

Tardiness, absences, dismissals and suspensions are all problems that require action by school officials or the truancy officers.

Early Dismissals: Due to safety precautions, no student dismissal will be allowed during the last thirty minutes of the instructional school day. Additionally, students will not be dismissed while a district or state test is being administered so that distractions and potential test security violations can be avoided. These testing dates are listed on the district calendar at www.yazoocity.k12.ms.us and will include nine weeks tests, semester exams, and all state mandated tests.

TARDINESS TO CLASS

A student is tardy for class if he/she arrives in the class after the class period has officially begun or the bell has sounded. The tardy must be recorded by the principal or his/her designee prior to the admittance to class. Tardies to school and class may be excused or unexcused at the discretion of the principal or his/her designee.

Any student who receives an unexcused tardy for being late to school or for being late to class may be disciplined in a manner deemed appropriate by the principal or his/her designee. Such discipline can include, but is not limited to, detention and in-school suspension.

A parent, guardian or custodian of a compulsory-school-age child in this state shall

cause the child to enroll in and attend a public school or legitimate nonpublic school for the period of time that the child is of compulsory school age, except under the following circumstances:

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

In order for a student to be considered as having attended school for a full day, the student must be present for 63% of his or her individual Instructional day. For all purposes of reporting absenteeism, a student who has an absence that is more than thirty-seven percent (37%) of the student's instructional day, shall be considered absent the entire school day.

Section I: EXCUSED ABSENCES

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

In order for any absence, with the exception of school field trips, to be excused, pupils must submit a note signed by a parent/legal guardian stating the reason for that absence and must include date of absences, parent or guardian phone number, and the date signed by parent/guardian. The pupil must present this excuse to the proper school official no later than three days after the pupil returns to school. If no excuse is presented, the absence shall be considered unexcused.

Section II: EXCUSED TARDIES

- A. Excused tardies shall include:
 1. Tardies due to late YCMSD transportation, or other school related actions which will be considered excused and not recorded against the pupil's tardy record.
 2. Medical appointments with doctors, dentists, or other medical staff, if accompanied by a note.
 3. Illness of the pupil, if accompanied by a valid parental statement/note.
 4. Special circumstances such as natural disasters, weather, etc., acceptable to the building administrator.

Section III: PUPILS LEAVING SCHOOL GROUNDS (DISMISSAL)

- A. The parent must physically dismiss his or her child and present a picture identification. A violator shall be subject to disciplinary action. A pupil excused from school shall be in the custody of a parent or legal guardian or excused pursuant to specific written instructions from the parent or guardian.
- B. Acceptable dismissals shall include:
 - 1. Personal illness
 - 2. Medical appointments that cannot be arranged after school hours
 - 3. Special family emergencies as approved by the principal
- C. All dismissals for school shall count against the pupil's attendance record.

Section IV: UNEXCUSED ABSENCES, TARDIES OR DISMISSALS

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

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

During the course of the school year, after a child has been unlawfully absent from school for thirty (30) consecutive days, the child will be dropped from the school roll unless the parent or legal guardian notifies the school of the cause of the absences and the school determines that they are excused absences.

In an effort to prevent drop-outs, the school board directs the Interim Superintendent to provide regular reports on efforts made to increase student retention. Accurate records shall be maintained on enrollment and attendance, including dropout rates. The school district will implement programs and procedures that are designed to keep students in school and to lower the dropout rate. School personnel should exhaust all available means and avenues to keep children in school. When a child has missed fifteen days of school, the principal should, in coordination with the district's school attendance officers, make a written request to the Interim Superintendent, legal counsel or the Interim Superintendent's designee to implement parental neglect proceedings. Administrator will follow the Alternative Learning Center truancy guidelines.

Section V: ALLOWABLE CREDIT FOR EXCUSED ABSENCES

Excused absences, tardies or dismissals will allow 100% credit for work required by the teacher, provided that work is completed and submitted within five school days after returning to school. Teachers may require earlier submission of assignments or make exceptions as circumstances dictate.

Section VI: MAKE UP WORK FOR UNEXCUSED ABSENCES

When an unexcused absence, unexcused tardy, unexcused dismissal or suspension for 10 days or less causes a pupil to miss class time, that pupil shall be given the opportunity to make up work required by the teacher, and may earn credit up to 75%

of the credit which normally would be allowed. A pupil shall have the opportunity to complete and submit required work under the (Days Plus 1 Rule- the days missed plus one extra day. Example: Student missed three (3) days upon return to school the student will have four days to make up work because the Days Plus 1 Rule) for all missed work. Teachers will remind students periodically of assignment deadlines. Students are ultimately responsible for retrieving assignments, information and scheduling appointment times to make up work. School work may be requested by parents during the time of unexcused absences, tardies, dismissals, or suspension for 5 days or more.

A student who is suspended for more than 10 days or expelled, and who has been offered the opportunity to attend the alternative school and chooses not to do so, shall not be permitted to make up missed work. However, students who attend the alternative school will be able to complete work in the core subjects of English, math, science, and social studies that are offered at the alternative school.

Section VIII: PERFECT ATTENDANCE

"Perfect Attendance" shall be defined and observed by all schools as no absences, no tardies, and no dismissals from school. Exceptions shall be school bus tardies or school sponsored field trips.

GRADING SYSTEM

Students' grades are determined by but not limited to daily classwork, homework, class participation, test grades and special projects. Parents are invited to contact teacher, counselors and/or administrators concerning any questions relative to a pupil's progress. A minimum of nine daily grades shall be recorded for each student in each course during each nine-week grading period. A minimum of three test grades shall be recorded during each nine-week grading period.

Grades:

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

I Incomplete Passing or failing grade to be given after work is complete.

Lowest grade to be recorded at the end of the first, second, and third nine weeks will be a 50. Grades on report cards must reflect district scale. Preschool and Kindergarten will receive "Mastery or Non-Mastery".

1. There shall be four grading periods.
2. All grades awarded regular education students in grades K-12 shall be awarded on the basis of on grade-level work.
3. Tests shall count 50%. Daily grades, projects, homework, class participation shall count 35%. Benchmark/nine weeks grades shall count 15%.
4. Students will be given 9 daily grades, 3 test/quiz grades, and 1 benchmark/nine weeks test grade.

GRADING CHANGES

No school board member, school Interim Superintendent, assistant Interim Superintendent, principal, guidance counselor, other teachers, coaches, or other administrative staff members of the school or the central staff of a local school board shall attempt, directly or indirectly, to change, alter, or otherwise affect the grade received by a student from his teacher except as otherwise specifically allowed by this section. A school official or employee having authority provided under formally adopted written rules and procedures adopted by the local school board to change a student's grade can take such action only upon it being determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy. Any local school district or personnel employed by the school district that 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.

PARENT-TEACHER CONFERENCES

The responsibility of student learning is shared by schools, parents, and the community. Communication between home and school is an important factor in establishing a highly effective school system. Planned conferences between parents and teachers are vital in establishing close cooperation and are a useful link to improve student achievement.

Conferences via telephone, electronic mail, or personal contact between parents and teachers provide an opportunity for a mutual exchange of information and ideas for constructively impacting the educational experience of the child. So that instructional time is not interrupted, all parent-teacher conferences shall be scheduled during parent-teacher conference days scheduled by the district, teacher planning periods, or immediately after school. Teachers may request and principals may require attendance of a counselor or other personnel at scheduled conferences. The principal or his/her designee shall maintain a file relative to all conferences.

The school district, in cooperation with the local news media, will publicize the dates, times and purpose of these conference days in an effort to enlist the full cooperation of all Yazoo City Area businesses to create released time for the working parent who wishes to participate in the school conference day. Prior to the announced date, the parent may contact the counselors or appropriate school personnel to schedule a specific time for the conference.

The parent-teacher conference form will be provided for parent and teacher signatures.

STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

The Yazoo City Municipal School District Board of Trustees has the power, authority, and duty to provide athletic programs and other school activities and to regulate the establishment and operation of such programs and activities. ' 37 7 301(q) (1996)

The Yazoo City Municipal School District shall 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.

Furthermore, said district or school shall not allow the school name to be used by others in designating the identity of such a team.

Athletic contests shall in all respects comply with the current rules and regulations of the Mississippi High School Activities Association. The Mississippi Public School Accountability Standard for this policy is standard 28.

The MHSAA eligibility rules require each student participating in MHSAA sanctioned competitions to make "satisfactory progress toward graduation." each school district determines the requirements for "satisfactory progress toward graduation" through its graduation requirements. Each school district must interpret this according to its requirements. In situations which require "judgment," schools are directed to "interpret the rules for the benefit of the students." Additionally, according to Mississippi law, a student must maintain a grade point average of at least 2.0 or a C average.

This will be measured at the conclusion of the first semester using the semester averages of all the courses the student is taking. Students who do not have a 2.0 or a C average for the first semester will be ineligible for the second semester. Ninth grade begins high school eligibility fall eligibility: must be promoted to ninth grade, with at least an overall 2.0 or C average of all eighth grade courses.

At the end of the school year, each student's grade point average for the year will be assessed.

This assessment will reflect the average for the entire year using the final grades for each course. If the student does not have a grade point average of at least 2.0 or a C average, he/she will become ineligible for the fall semester. Students may attend summer school, extended school year, take correspondence classes, participate in credit recovery programs and take advantage of other related options to establish a 2.0 or C average to regain eligibility, students must complete these programs prior to the first day of the next year or the next semester.

A 2.0 or "C" average may be calculated in two ways: by grade point average or numerically grade point average: a=4, b=3, c=2, d=1, f=0. numerical: average all the semester or yearend averages and place the average in the local grading scale. If the overall average is a "C" or better, the student is eligible.

A student athlete may become eligible for the second semester only once during his/her high school career if he/she fails the year end average the previous year, by achieving at least an overall 2.0 or C average at the end of the first semester. This will be done in order to keep the student on track for graduation.

DRESS CODE

The Yazoo City Municipal School District Board of Trustees encourages students to be dressed and groomed in a manner which reflects good taste, decency, and pride in appearance as this will contribute to the maintenance of a proper learning environment and will portray a favorable image of the individual and the school.

Safety, health, sanitation, individual dignity, respect for the educational process, and a non-disruptive learning environment provide the basis for the dress code.

If the uniform clothing, hair, cosmetics, jewelry, or general appearance of a student constitutes a health threat, the teacher may counsel with the student about the attire or grooming. The principal (or his/her designee) may take disciplinary action as appropriate to maintain standards of dress and grooming in the school, which shall include, but not be limited to, suspension from classes or school or expulsion.

MANDATORY STUDENT DRESS CODE POLICY

Uniforms must be the official uniform shirts and pants.

Pre-Kindergarten- Grade 5

1. White or red shirts, blouses or polo shirts (must have collar); short or long sleeve.
2. Navy blue or Khaki trousers (boys or girls); short or full length.
3. Navy blue pleated skirts (solid color) and/or jumper (solid or plaid) and/or navy blue skirt.
4. Navy sweaters

Grades 6-8

1. White or red shirts, blouses or polo shirts (must have collar); short or long sleeve
2. Navy blue, black or Khaki trousers (boys or girls); short or full length.
3. Navy blue pleated skirts (solid color) and/or jumper (solid color) and/or navy blue skirt.
4. Navy sweaters

Grades 9-12

Boys Uniform Items

1. Shirt: Polo Style or Button-down Black (Long or Short Sleeve with a collar) Polo Style or Button-down White (Long or Short Sleeve with a collar) Polo Style or Button-down Red (Long or Short Sleeve with a collar)
2. Pants: Khaki or Black Pants or Shorts
3. Belt: Mandatory

Girls Uniform Items

4. Shirt: Polo Style or Button-down Black (Long or Short Sleeve with a collar) Polo Style or Button-down White (Long or Short Sleeve with a collar) Polo Style or Button-down Red (Long or Short Sleeve with a collar)
5. Khaki or Black Pants, Capris, Skirts, and shorts (Must be Uniform and knee length)
6. Belt Mandatory

The principal shall have final authority in declaring whether or not clothing or grooming is in violation of this dress code, subject only to a final decision by the Superintendent and appeal to the Board from such decision. Compliance with this student dress and grooming code shall be the responsibility of the individual and parents within guidelines established.

1. Hair shall be neatly trimmed.
2. Neatly trimmed and groomed beards/goatees are permitted.
3. Neatly trimmed mustaches are permitted.
4. Sunglasses, hats, caps, headbands, curlers, or other headgear that may interfere with the educational process shall not be worn in the buildings, unless prescribed by a doctor.
5. No high heels, cleats, flip flops, sandals, shoe skates (Grades Pre-K-12th) Closed toes sandals allowed. No roller shoes of any type are permitted.
6. Clothing with suggestive, obscene, or disruptive slogans or statements is not permitted. This shall include, but not be limited to: nude/semi-nude figures; pictures or logos of alcoholic beverages or cigarettes, obscene gestures or words, or words/pictures that depict prohibited substances or actions; gang marks, drawings, or designs or emblems; figures in sexually suggestive postures.
7. No see-through clothing or halter tops shall be worn. Shirts/blouses must cover the stomach and the top of the shoulders.
8. Open shirts will not be permitted.
9. All tee shirts worn by students must be tucked in the pants or skirts.
10. Belts shall be fastened. Red, white, black, brown, khaki. No visible logo or emblem. **MUST** be worn with pants or shorts (Grades Pre K-12)
11. Shorts may be worn by students in grades K- 1 2th as long as the educational process is uninterrupted.
12. Clothing in grades 5-12 shall not be excessively low or loose fitting in front, back, under the arms, or around the waist, so as to reveal the chest, the entire shoulders, the mid back area, or lower body areas.
13. Shorts, skorts or skirts shall not be more than or shorter than six inches from the middle of the kneecap in grades 5-12.
14. Hemmed shorts may be worn in grades 5-12 if they are not shorter than six inches from the middle of the kneecap.
15. No skirts, skorts, or shorts shall be split to such length or worn in such a way as to reveal a student's undergarments in grades 5-12.
16. No shorts worn by any student in grades 5-12 shall be so short in length or as wide in leg circumference as to reveal a student's undergarments.
17. No clothing worn by any students in grades 5-12 shall be so tight-fitting so as to reveal the outline of undergarments or contour of the body. For example, shorts made of spandex material are prohibited.
18. Leggings may be worn in grades 5-12 with such over garments that are not shorter than six inches from the middle of the kneecap.
19. Jewelry worn in such a manner that the instructional environment, safety and/or health of a student may be jeopardized is forbidden. Further, any type, kind or character of jewelry which causes or which has the potential to

- cause a disruption or distraction to the educational process is forbidden. Male students are not allowed to wear earrings.
20. Outer garments such as sweaters, vests, sweatshirts, fleece, pullovers, hoodies, or coats must be white, red, black, or navy. No denim allowed.
 - a. School letter jackets, school club jackets are allowed
 - b. TRADEMARKS ARE NOT ALLOWED (e.g. Nike, Under Armor, American Eagle, Pink, Aeropostle).
 - c. Trench coats are not allowed
 - d. Students must wear a collared shirt or polo under sweaters or coats. A stripe or piping will be allowed in jackets only
 21. Accessories
 - a. Picks, combs, rollers, and other styling devices shall not be worn in the hair. Hats, caps, toboggans are not allowed on campus.
 - b. No head scarves, bandanas, du-rags, wrist bands, sweat bands, hairnets, or shower caps are allowed on campus.
 - c. Students with tattoos may be requested to keep them covered. Wallet chains are not allowed.
 - d. Neither female nor male students shall be permitted to wear rings or studs in their noses, tongues or other body parts.
 22. Financial Considerations
 - a. Each school shall work with staff, local school community and business partners to identify resources for assisting families.
 - b. The district shall compile and maintain a list of community agencies, uniform retailers, organizations and individuals willing to assist families in need. The district shall also promulgate procedures to link identified resources with participating schools.
 23. Compliance Measures
 1. Upon enrollment during the school year, parents will have 30 days in which to comply with the dress code for the students.
 2. The Administration at each school shall confer with the parent of each student who fails to comply with dress code in an effort to ascertain the reason (s) for noncompliance.
 3. Where no valid reason for noncompliance is evident, the parent will be notified that the student (s) shall be placed in in-school detention or assigned to an alternative educational placement.

EMERGENCY PROCEDURES AND PREPAREDNESS EMERGENCY ILLNESS OR INJURY

If a student is injured or becomes ill during the school day, he/she should go to the principal's office where his/her parents will be notified. The school must be able to contact parents/guardians or a designated adult. PARENTS MUST PROVIDE THE SCHOOL OFFICE WITH CORRECT UP-TO-DATE TELEPHONE NUMBERS. Only simple first aid is administered at school. No medication will be provided I administered by school personnel unless it is prescribed by the doctor in the original container and parents have explicit written directions on file with the school. Parents

are to deliver medication to and from the school office. Students are not to transport medications to and from school. Parents may come to school to give other medicine to their child if it is needed during the day. The child will be called to the office. The Board of Trustees permits the self-administration of asthma medications by students provided that the parents or guardians have given to the principal written authorization for self- administration of asthma medication. Parents must also provide a written statement from the student's health care practitioner who indicates that the student has asthma and has been instructed in the self-administration of asthma medications.

EMERGENCY SCHOOL CLOSINGS

Should it become necessary to close any or all of the schools by reason of weather or other emergency condition, the district Interim Superintendent or designee will notify principals and the media prior to 6:00 a. m., if possible. Announcements will be made only in the event of emergency school closings, and if no such announcement is made, it should be concluded that all schools will operate as scheduled. Should severe weather or emergency conditions develop during the school day requiring the emergency closing of schools, notification of the dismissal time for students will be the same procedure as that utilized before school.

EMERGENCY SCHOOL PLAN

The administrative staff at each school building shall maintain a current emergency management/disaster plan, inclusive of procedures to follow for fire, hazardous weather, tornado, earthquake, nuclear attack, civil disorder, or other crisis. The warning system and appropriate procedure shall be known and provided to all personnel in the respective schools. Regular safety drills should be planned and executed in accordance with applicable emergency management guidelines and specific school procedures. The principals and teachers in each building shall familiarize the students with the crisis management and civil defense operations plans, which include actions to be taken in case of fire, tornados, hazardous weather conditions, earthquake, nuclear attack, civil disorder, or other crisis.

FIRE

A fire drill will be held during the first or second week of school and once during each month thereafter. Fire alarm signal boxes have been placed in readily accessible places in corridors throughout the building. Students should pass rapidly and orderly out of the building through designated exits, go directly to the assigned area, and remain there until the signal is given to return to the building.

TORNADO

Periodic tornado drills will be held during school hours. Students will be assigned areas within the building that are designated as being most tornado-resistant by the Mississippi Civil Defense Council. All instructions should be followed during the time of drills and during adverse weather warnings. An "all clear" signal will be sounded before students will be allowed to return to their assigned classrooms.

TELEPHONE USAGE

Students will not use the office phones for personal calls except in emergencies and

with staff permission. With permission from the secretary or a principal, the student may call from the school to contact parents. In case of emergency or illness, calls for students are made through the principal's office. In the event a student receives a call, that student will be called out of class only in the case of an emergency.

ADMINISTERING MEDICINES TO STUDENTS

This policy addresses the administration of medications to students.

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

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

The Interim Superintendent shall develop regulations to implement the provisions of this policy.

SELF-ADMINISTRATION OF MEDICATIONS

The YCMSD Board of Trustees permits the self-administration of asthma medications by students provided that the parents or guardians have given to the principal written authorization for self-administration of asthma medication. Parents must also provide a written statement from the student's health care practitioner that indicates that the student has asthma and has been instructed in the self-administration of asthma medications. The statement from the health care practitioner shall also contain the name and purpose of the medication, the prescribed dosage, the time or times the medication is to be regularly administered and under what additional special circumstances the medication must be administered, and the length of time for which the medication is prescribed. These two statements must be kept on file in the principal's office.

The Yazoo City Municipal School District shall incur no liability as a result of any injury sustained by the student from the self-administration of asthma medications. The parent or guardian of the student who self-administers asthma medication shall sign a statement acknowledging that the school incurs no liability and that the parent or guardian indemnifies and holds harmless the school and its employees against any claims relating to the self-administration of asthma medication.

The permission for self-administration of medication shall be effective only for the school year in which it is granted. Parents must annually renew the permission form for self-administration with the same requirements that are listed above. Once the parent has complied with the requirements as noted above, the student may possess and use asthma medication at school, at a school-sponsored activity under the supervision of school personnel, or before and after normal school activities while on school properties including school-sponsored childcare or after school programs. Students should not share their medication with other students.

COMMUNICABLE AND CHRONIC INFECTIOUS DISEASES CHRONIC INFECTIOUS DISEASES

The Yazoo City Municipal School District Board of Trustees has the power, authority and duty to exclude from the school students with what appears to be infectious or contagious diseases; provided, however, such student may be allowed to return to school upon presenting a certificate from a public health officer, duly licensed physician or nurse practitioner that the student is free from such disease.

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

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

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

The district shall observe the confidentiality and privacy of students with infectious diseases, and in doing so, shall involve only those personnel who have a need to know about the student's medical condition. Those building level personnel typically include only the principal, nurse, teacher, and teacher assistant. The child's physician may also be consulted when determining who needs to know the child's medical condition. The district requires all personnel to routinely observe universal precautions to prevent exposure to disease-causing pathogens. The precautions should be consistently used to care for or clean up after any and all students who have an accident or injury at school.

FUNDRAISING PROJECTS

All fundraising projects shall be approved by the school principal and submitted to the YCMSD Board of Trustees for approval prior to start date and accounted for through the activity fund. Neither student nor teachers will be permitted to sell or solicit for the sale of non-school related organizations or individuals. If fundraising projects are for district-wide events or programs, i.e., gifted education, music education, etc., the chair or coordinator of such events or programs must receive approval from the assigned district-level director, the Superintendent, and the chief financial officer to ensure appropriate procedures are followed and appropriate receipting of funds is given.

PUBLIC GIFTS/DONATIONS TO SCHOOLS

Items and donations contributed to the Yazoo City Municipal School District will become the property of the district and shall be subject to the same controls and regulations which govern the use or disposal of all district-owned property. The school board reserves the right to reject any contribution to the district which does not serve to enhance or extend the work of the schools.

STUDENT ACTIVITY FUND

All money collected by any class, club, or other school organization is handled according to school board policy. Officers of clubs or other school organizations are required to deposit all money collected by them in the office of the principal as soon as collection is made. The deposit should be made by the sponsor of the organization to the office manager who issues a receipt, who in turn will be given a receipt.

SOLICITATIONS

Solicitation of students for funds for any cause is only permitted when the Interim Superintendent or designee has given prior permission. No agencies or persons shall be permitted to use school premises to exhibit or offer for sale articles or services to students except those articles and services approved by the Interim Superintendent or designee.

STUDENT TRANSPORTATION TO AND FROM SCHOOL

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

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

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

FOOD SERVICES

The board knows that the nutrition of all school children is an important factor in their educational progress. Therefore, nutritious meals meeting state and federal requirements shall be offered to each student. The lunchroom shall be operated under

policies set forth by the federal and state governments and the local board guidelines.

BREAKFAST

The serving time for breakfast is determined by the student's school. Please adhere to the times given. Students already in the cafeteria before serving time ends will complete their meal and arrive to class on time. Breakfasts served in the Yazoo City Municipal School District Schools meet the requirements of the National Breakfast Program.

LUNCH

Lunch served in the Yazoo City Municipal School District meets the requirements of the National Lunch. Students electing to bring their own lunches may eat in the lunchroom. Board policy states that no outside foods should be brought into the cafeteria in its original container. Those food items should be placed in a container that does not show the origin of the food products (e.g., fast foods). **Note:** No outside deliveries.

PRE-PAID PURCHASES

Students may prepay for breakfast and lunch. Meals can be purchased for a week, a month, or a year. The food service computer system will track meals daily. Please send the exact amount to school. Checks cannot be accepted. Cash or money orders are accepted. Each school determines how the prepayments will be collected. All prepayments must be completed before the beginning of the lunch service.

CORPORAL PUNISHMENT

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

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

of an administrator.

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

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

Corporal punishment means the reasonable use of physical contact by a teacher, principal or assistant principal as may be necessary to maintain discipline, to enforce a school rule, for self-protection or for the protection of other students from disruptive students.

LUNCHROOM BEHAVIOR

Student behavior in the lunchroom should be based on courtesy and cleanliness. Students will go through the lunchroom line without cutting and pay for the choice of food. Students are to remain in the lunchroom until the lunch period is over. At no time will food be allowed outside of the lunchroom. The student who received the lunch will return the tray to the appropriate area. Students are to follow all local school behavior guidelines.

SCHOOL SEARCHES DESKS AND LOCKERS

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

STUDENTS

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

ABANDONED OR SEIZED PROPERTY CONFISCATED FROM STUDENTS

Each year, the district lists in its Code of Conduct those items students may not bring to school. Upon discovery of any such item in a student's possession, a teacher, principal, safety officer or other district employee charged with enforcing district policies may confiscate such item(s). Such item(s) will be transferred to the safety/security office in accordance with procedures developed by the district. The parent or legal guardian of the student may retrieve the confiscated item(s) in accordance with procedures established by the district. Six weeks after the end of the school year, all unclaimed item(s) will be deemed abandoned. The district will then determine the appropriate disposition of any abandoned item(s). The district shall not guarantee the safekeeping or segregation of any confiscated item(s), and shall bear no responsibility for the damage or destruction of confiscated item(s), including those items that have been stolen or misplaced. Students are to bring only school-related items to school (i.e., textbooks, supplies, etc.) unless the principal/teacher makes a written request or personal contact with the parent. Parents are encouraged to check their children's book bags and pockets prior to his/her leaving home each morning.

STUDENT FEES, FINES, AND CHARGES

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

TEXTBOOKS

Textbooks are issued at the beginning of the school year at each school. Your child is urged not to abuse or misuse them as fines will be assessed on books showing improper care. Each student shall be informed that he is responsible for every textbook issued to him and that in the event a textbook is lost or damaged, charges will be assessed based on the condition of the textbook at the time it was issued.

CARE OF PROPERTY

The citizens of the Yazoo City Municipal School District, through the use of tax money, provide buildings and all the fixtures and equipment they contain at great expense. Every student should not only refrain from defacing or destroying school

property, but also make every effort to encourage friends and fellow students to exercise this kind of citizenship. Every student should take pride in keeping the buildings tidy and the furniture in good repair. The school board has employed a security director who is responsible for protecting district property. The security director will respond to any district site when problems arise. If students are responsible for vandalism, these students will be required to pay for the damages and are subject to disciplinary action. Note: Equipment includes, but is not limited to, computers, all technology, and musical instruments. Valuable property should not be brought to school. Under no circumstances should an excessive amount of money be brought to school.

LOST AND FOUND ITEMS

All items found on school premises should be taken immediately to the principal's office. Also, inquiries about lost items should be made in the principal's office. If the lost item has not been turned in, a description of the item and the student's name should be left with the person in charge of the lost and found desk. Valuable articles such as money, purses, glasses, car keys, watches, and jewelry should be brought to the principal's office where the items may be identified.

RECEIVING GIFTS AT SCHOOL

The delivery of candy, flowers, and other types of gifts to a classroom from an individual to a student will not be allowed.

INSTRUCTIONAL INTERVENTION: Multi-Tiered System of Support (MTSS)

The Yazoo City Municipal School District adheres to the Mississippi Department of Education's policy on intervention for students experiencing academic and/or behavioral problems. Designed to meet the needs of every student, this model consists of three tiers of instruction:

Tier I: Quality classroom instruction based on the state's curriculum frameworks

Tier II: Focused supplemental instruction

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

Teachers should monitor student progress through multiple assessment strategies, identify students in need of assistance as soon as they begin to fall behind, and modify instruction to assure that every student gains essential skills. If strategies at Tiers I and II are unsuccessful, students must be referred to the Multi-Tiered System of Support Team. Each school must have a MTSS implemented in accordance with the process developed by the Mississippi Department of Education.

Every school has a Multi-Tiered System of Support (MTSS), which operates under the jurisdiction of the school principal. The MTSS Team is the problem-solving unit responsible for interventions developed at Tier III. Interventions must be:

- a) research-based
- b) designed to address the student's specific deficit areas
- c) implemented as designed by MTSS
- d) supported by data regarding effectiveness

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

The Yazoo City Municipal School District adheres to the Mississippi Department of Education's guidelines regarding certain mandatory referrals to the MTSS Team. Students in the following categories must be referred to the MTSS Team:

- a) Students in grades I -3 who have failed one grade
- b) Students in grades 4-12 who have failed two grades
- c) Students who failed either preceding grade and have been suspended for more than 20 days in the current school year.

HOMEWORK

All homework assignments will be an outgrowth of objectives being studied in the classroom. Homework assignments generally fall into three categories: practice, preparation, and extension activities. Homework assigned for the purpose of practice or preparation usually takes the form of written assignments, reading, or drill work. Extension activities are usually long-term projects or problem-solving activities.

STUDENT ACCEPTABLE USE AND INTERNET SAFETY

The Yazoo City Municipal 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.

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). 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.

INTRODUCTION

It is the policy of Yazoo City Municipal School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L.No. 106-554 and 47 USC 254(h)].

DEFINITIONS

Key terms are as defined in the Children's Internet Protection Act.

ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

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.

INAPPROPRIATE NETWORK USAGE

To the extent practical, steps shall be taken to promote the safety and security of users of the Yazoo City Municipal School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

EDUCATION, SUPERVISION AND MONITORING

It shall be the responsibility of all members of the Yazoo City Municipal School District's staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the

Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of The Technology Director or designated representatives. The Yazoo City Municipal School District or designated representatives will provide age-appropriate training for students who use the Yazoo City Municipal School District Internet facilities. The training provided will be designed to promote the Yazoo City Municipal School District's commitment to:

- I. The standards and acceptable use of Internet services as set forth in the Yazoo City Municipal School District's Internet Safety Policy;
- II. Student safety with regard to:
 - a. safety on the Internet;
 - b. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - c. Cyberbullying awareness and response.
- III. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

YAZOO CITY MUNICIPAL SCHOOL DISTRICT INTERNET TERMS AND CONDITIONS OF USE

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 Yazoo City Municipal 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) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

PERSONAL SAFETY

1. 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,
2. User will immediately report to Yazoo City Municipal School District authorities any attempt by other Internet users to engage in inappropriate
3. Conversations or personal contact.

ILLEGAL ACTIVITY

1. 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 Yazoo City

Municipal School District laws, policies or regulations.

2. 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.
3. 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.
4. User shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.
5. User shall not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive.
6. User shall not access, transmit or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
7. User shall not access, transmit or retransmit information that harasses another person or causes distress to another person (Cyberbullying).

System Resource Limits

1. User shall only use the Yazoo City Municipal School District system for educational and career development activities and limited, high quality self-discovery activities as approved by Yazoo City Municipal School District faculty.
2. 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.
3. User agrees not to post chain letters or engage in "spanning" (that is, sending an annoying or unnecessary message to large numbers of people).
4. 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.

USER RIGHTS

1. The Internet is considered a limited forum, similar to a school newspaper, and therefore the Yazoo City Municipal School District may restrict user's right to free speech for valid educational reasons. Yazoo City Municipal School District will not restrict user's right to free speech on the basis of disagreement with the opinions expressed by user.
2. 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.
3. 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 times. 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.

4. Yazoo City School Municipal District will fully cooperate with local, state or federal officials in any investigation related to illegal activities conducted through the user's Internet account.

Individual schools within the district may create additional guidelines and procedures consistent with this policy. Such guidelines and procedures will be appropriate for the electronic information resources being used and the students served at the school. Use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The principal or her may deny, revoke, or suspend user privileges to any user determined to be using the system in an inappropriate manner. The decision of the principal will be final.

Consequences for Failure to Follow Terms and Conditions of Internet Use Policy

There will be consequences for any user who fails to follow Yazoo City Municipal School District school guidelines and policies. The consequences may include paying for damages, denial of access to technology, detention, suspension, expulsion or other remedies applicable under the school disciplinary policy, and state or federal law. At the discretion of Yazoo City Municipal School District, law enforcement authorities may be involved and any violations of state and or federal law may result in criminal or civil prosecution.

PROMOTION AND RETENTION OF STUDENTS

Promotion and retention decisions in the Yazoo City Municipal School District are based upon student achievement of objectives as outlined in the Instructional Management Plans of the Yazoo City Municipal School District in the areas of Reading and Math, mastery will be defined as the student demonstrating ability to perform the objectives.

To be eligible for promotion to the next grade level, a student must master essential skills as identified in the curriculum framework of the State of Mississippi and the Yazoo City Municipal School District, and must show success in the designated essential skills for subjects taken.

The District will consider the educational needs and welfare of each individual student. Considerations will include but will not be limited to:

1. Academic level
2. Welfare of the student involved
3. Welfare and best interest of all students attending the school(s) involved
4. Health factors

KINDERGARTEN

Students who attain the age of five (5) years on or before September 1 of the calendar year may attend kindergarten in Yazoo City Municipal Schools. It is the goal of the kindergarten program to provide all students with the school readiness skills they need to be successful in the first grade. A student may be retained in

kindergarten for an additional year if the principal and the district deem that placement of the student in the first grade would not be the most appropriate educational placement. Students in kindergarten must master state core and district objectives in language arts and mathematics. Kindergarten students will receive report cards at the end of each nine-week grading period to reflect mastery or non-mastery performance of the State Core Objectives.

FIRST GRADE STUDENTS

Students must master the state core curriculum and district objectives in reading, language arts and mathematics. First Grade students must master the State Core Curriculum, which will be embedded in district test, and the district objectives in reading, language arts, mathematics, science/health, and in social studies with a grade average of 60 in each subject.

SECOND - FIFTH GRADE STUDENTS

Grades Two-Five students must master the State Core Curriculum, which will be embedded in the term and semester test, and the district objectives in reading, language arts, mathematics, science/health, and in social studies with a grade average of 60 in each subject. Students are expected to master skills and read on level in order to advance to the next grade.

ALL THIRD GRADE STUDENTS

In accordance with Mississippi Department of Education Literacy Based Promotion Act, students who fail the 3rd Grade Reading Summative Assessment will be retained in 3rd grade and provided intensive reading intervention and support. The only exception will be if the teacher, principal and district superintendent determines that the child qualifies for a Good Cause Exemption.

SIXTH - EIGHTH GRADE STUDENTS

Grades Six - Eighth students must master the State Core Curriculum, which will be embedded in the term and semester test, and the district objectives in reading, language arts, mathematics, science/health, and in social studies with a grade average of 60 in each subject. Students are expected to master skills and read on level in order to advance to the next grade.

Students who fail Algebra I or Social Studies in the Eighth Grade can only be promoted if:

- (A) They have no other failing grades and**
- (B) They attend Summer School for the number of required hours to**

receive the Carnegie unit.

NINTH - ELEVENTH GRADE STUDENTS

Promotion in grades 9 through 12 shall be based upon each pupil's accumulation of earned course units (Carnegie units). The Core Curriculum, which includes state and district objectives, requires a final grade of 60 -100 in each subject before Carnegie units will be awarded.

Students graduating in 2010 and beyond must earn a minimum of twenty-four (24) Carnegie units to meet graduation requirements.

Each student who is granted a standard high school graduation diploma from Yazoo City Municipal School District must have:

1. Satisfied graduation requirements that have been established by the Yazoo City Municipal School Board of Education, including the requirement of Carnegie units that meet or exceed the state minimum.
2. Participate and achieved a passing score on the four academic end-of-course tests in Algebra I, English II, Biology I and U.S. History **OR**
3. Satisfy the State Board testing requirements by meeting **ONE** of the approved alternate graduation options.

TRANSFER STUDENTS

Transfer students who have not attended an accredited public/private school will be assessed and **appropriate educational placement will be assigned on an individual basis.**

CREDIT RECOVERY

The purpose of the credit recovery policy is to provide guidance to the Board of Trustees and district personnel in the implementation of the Yazoo City Municipal School District's credit recovery program with the purpose to prevent students from dropping out of school before graduation.

Credit recovery is defined by the Mississippi Department of Education as a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion.

Beginning with the 2008-2009, the school district will provide a credit recovery program that includes rules, regulations, and processes. The rules, regulations, and processes shall be available to all district personnel, students, parents, and guardians. The Yazoo City Municipal School District has established the following guidelines for its credit recovery program:

CREDIT RECOVERY PROGRAM ADMISSION AND REMOVAL

- a. The credit recovery program guidelines shall be available to all district personnel, students, parents, and guardians.
- b. The school district shall provide professional development for all district

personnel involved with the credit recovery program, including facilitators of the credit recovery program.

- c. The school district shall establish an application process that requires parental consent.
- d. The school district shall establish minimum criteria to determine admission eligibility for participation in and removal from the credit recovery program if necessary.
- e. Counselors, teachers and administrators shall identify students appropriate for participation in the credit recovery program offered at the local school, with the recommendation based on aptitude, motivation and need. All parent and student requests shall be considered.
- f. Students who have already received credit for a course are not eligible unless they have not passed the end-of-course test(s) required for high school graduation.
- g. A high school student, with principal approval and parental consent, can earn credit in courses previously failed. More than one course may be taken during the school year. Courses taken for credit recovery must be completed successfully at least two weeks prior to the last day of the school year. All credit recovery coursework must be completed under the supervision of personnel designated by the school principal. Students shall not remain in the same credit recovery course for more than one semester. A semester is defined by the district's calendar.

CREDIT RECOVERY PROGRAM INSTRUCTION

- h. The method of instruction will be determined by the student's high school based on available resources and may include, but are not limited to, use of an online computer-based program, the Mississippi Virtual Public School, an online or paper-based correspondence program, direct instruction by a highly-qualified teacher or other instructional delivery system (i.e., distance learning etc.).
- i. All testing associated with online instruction will be conducted in the presence of school personnel designated by the school principal.
- j. There is no fee for the district services offered during the regular academic school year. However, a cost may be associated with the method of instruction selected by the parent or guardian not provided by the Yazoo City Municipal School District (i.e., the cost of a correspondence course or other method of instruction). Should cost be associated with the method of instruction, the parent or guardian is responsible for any and all costs associated with such method of instruction.
- k. Credit recovery courses may be completed during the summer. Cost to participant will be equivalent to the fee charged for a summer school course. Credit recovery courses begun during the summer must be completed during the same summer session.

CREDIT RECOVERY PROGRAM CONTENT AND CURRICULUM

- l. Course content shall be based on the Mississippi curriculum standards and objectives.

- m. Upon enrollment in a credit recovery course, a determination of the student's strengths and weaknesses in regard to the course content will be made by the school counselor and teacher(s). For the district-selected, computer-based program, the student may complete assignments only in the course objectives that have not been mastered. For all other methods of instruction, the student shall complete all course requirements. Upon successful demonstration of mastery of these objectives, the student receives credit for the course.

CREDIT RECOVERY PROGRAM GRADES

- n. The district shall establish specific procedures for the evaluation of student progress and determining grades.
- o. The credit recovery grade shall be recorded upon completion of the course. The credit recovery grade shall replace the previous failing course grade.

YAZOO CITY MUNICIPAL SCHOOL DISTRICT REQUIREMENTS FOR HIGH SCHOOL GRADUATION

In September 2013, the Yazoo City Municipal School District's leadership team, with support and collaboration from school counselors and principals, developed these revisions to reflect the most recent State Board of Education policies related to graduation requirements, diploma options, and Carnegie unit credits, as well as the state's Accountability Standards (2012).

In 2010, Mississippi state policymakers passed legislation to create multiple pathways to a standard diploma. The 2010 legislative actions created a career pathway to a standard diploma, with the goal of improving Mississippi graduation rates and providing students with career and technical training that prepare students for postsecondary credential or certification programs and employable workplace skills. This legislative change created new section 37-16-17, Mississippi code of 1972, to provide for high school career option programs and career track curricula for students not wishing to pursue a baccalaureate degree at an institution of higher learning.

Due to the course requirements of the International Baccalaureate Organization, the Yazoo City Municipal School District was granted approval by the Mississippi State Board of Education and the Commission on School Accreditation to begin awarding Carnegie unit credit to 8th graders participating in the International Baccalaureate Program of Study who successfully completed a first year foreign language during the 2006-2007 school year and later. In addition, the Yazoo City Municipal School District was granted approval by the Mississippi State Board of Education and the Commission on School Accreditation to begin implementation of its approved graduation requirements for the International Baccalaureate Program of Study for students entering 9th grade in 2010-2011 and later and for seniors who would graduate in 2013-2014 and later. The International Baccalaureate requirements approved by the Mississippi Department of Education and the Commission on School Accreditation are included in this policy document.

Requirements for High School Graduation

1. The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. {MSCode 37-16-7} (SB Policy 3800)
2. Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified by the local school board of education in accordance with the Mississippi Department of Education. (SB Policies 2902 and 2903)
3. Each student receiving a standard diploma has achieved a passing score on each of the required high school exit examinations. {MS Code-37-16-7} (SB Policy 3800)
4. Each student who has completed the secondary curriculum for special education may be issued a special diploma or certificate of completion, which states: This student has successfully completed an Individualized Education Program." {MS Code 37-16-11(1)}
5. Each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the local board of education and the State Board of Education. {MS Code 37-16-11(2)}
6. According to the Accountability Standards (2012), Carnegie units will be awarded in the seventh grade for the following courses: Pre-Algebra, Algebra I, Biology I, ICTII (Information and Communication Technology), and first year foreign language provided course content is the same as the high school course(s).

According to the Accountability Standards (2012), Carnegie units will be awarded in the eighth grade for the following courses: Pre-Algebra, Transition to Algebra, Algebra I, Geometry, Biology I, ICT II (Information & Communication Technology), STEM (Science, Technology, Engineering & Science), first year foreign language, and second year foreign language provided course content is the same as the high school course.

The Mississippi State Board of Education granted approval for eighth grade students to earn 0.5 Carnegie unit credit for the Mississippi Studies course and 0.5 Carnegie unit credit for the Introduction to World Geography course beginning in the 2013- 2014 school year. Districts are now allowed to enroll eighth grade students in these two courses which were previously available only to high school students. Students in the eighth grade will earn the Carnegie unit credit for each of these courses, provided the course content is identical to the course content offered at the high school level.

Note: The Mississippi Department of Education does not recommend that districts eliminate the eighth grade U.S. History course because it includes content and skills necessary to be prepared for the high school U.S.

History course. (For additional information, counselors and principals may refer to the memorandum from the Mississippi Department of Education dated September, 2013).

Note: Courses that allow Carnegie unit credit will be awarded in the seventh and eighth grades if these courses are offered by the school district at the seventh and eighth grade levels in the district's course sequences and to eligible students, if applicable.

7. In compliance with MS Code 37-16-17, a quality high school career pathway program and career track curricula will be provided for students not wishing to pursue a baccalaureate degree. Pilot options will be offered for the 2011-2012 school year and full implementation of the career program option will begin in the 2012-2013 school year. 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.
8. Students who fail to meet graduation requirements are not permitted to participate in graduation exercises.

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified by the Mississippi Department of Education and the Yazoo City Municipal School District. Contents of each required and elective course must include the core objectives identified in the Mississippi Curriculum Frameworks. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi.

Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified by the Yazoo City Municipal School District's local school board of education. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

There are four Mississippi High School Graduation Pathways implemented in the Yazoo City Municipal School District, as approved by the State Board of Education (SBE) and the district's Board of Trustees:

- The district pathway option which is a local district's decision approved by the local school board;
- The traditional pathway option as required by the State Board of Education;
- The career pathway option as required by the State Board of Education; and
- The early-exit exam pathway option which applies only to students in a State Board of Education approved innovation program.

DISTRICT PATHWAY OPTION

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as established by the local school board of education in accordance with the Mississippi Department of Education. Contents of each required and elective course must include the core objectives

identified in the Mississippi Curriculum Frameworks. Course titles and identification numbers must appear in the current edition of Approved Courses for Secondary Schools of Mississippi. (See SB Policies 2S02 and 2S03.) Enrollment in on-line and correspondence courses listed in this book must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course. Any student who completes the minimum graduation requirements as specified for the district pathway option and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma. Students enrolled in the district pathway option will be required to have a minimum of 21 *Yi* Carnegie units. (The District Pathway Option meets admission requirements for attending a two-year college in the state of Mississippi.)

TRADITIONAL PATHWAY OPTION

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as established by the local school board of education in accordance with the Mississippi Department of Education. Contents of each required and elective course must include the core objectives identified in the Mississippi Curriculum Frameworks. Course titles and identification numbers must appear in the current edition of Approved Courses for Secondary Schools of Mississippi. (See SB Policies 2902 and 2903) Enrollment in on-line and correspondence courses listed in this book must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course. Any student who completes the minimum graduation requirements as specified for the traditional pathway option and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma. Students enrolled in the traditional pathway option will be required to have a minimum of 25 Carnegie units. (The Traditional Pathway Option meets admission requirements for attending a two- or four-year college or university in the state of Mississippi.)

Note: A parent/guardian may request to opt a student out of traditional pathway option requirements in accordance with local school board policy. Any student who is taken out or opted out of the requirements of the traditional pathway option will be required to complete the graduation requirements as specified in the district pathway option.

CAREER PATHWAY OPTION

In 2010, Mississippi state policymakers passed legislation to create multiple pathways to a standard diploma. The 2010 legislative actions created a career pathway to a standard diploma, with the goal of improving Mississippi graduation rates and providing students with career and technical training that prepare students for postsecondary credential or certification programs and employable workplace skills. This legislative change created Section 37-16-17 of the Mississippi Code of 1972 to provide for high school career option programs and career track curricula for students not wishing to pursue a baccalaureate degree. Students enrolled in the

career pathway option will be required to have a minimum of 21 Carnegie units. (The Career Pathway Option meets admission requirements for attending a two-year college in the state of Mississippi.)

MISSISSIPPI EARLY EXIT PATHWAY OPTION

The Mississippi Early Exit Diploma was approved by the State Board of Education on August 16, 2013. To offer this option to students, a district must establish a local graduation policy that follows the minimal requirements set forth by the State Board of Education. Qualification for a Mississippi Early Exit Diploma signifies to students that they are ready for college-level work without remediation and opens up a variety of education and career pathways within and beyond high school. In order to qualify for a Mississippi Early Exit Diploma, in addition to earning the required Carnegie units, students must meet college and career qualification scores in all core content areas on a series of end-of-course exams and the required benchmarks for college readiness on the ACT or Institutions of Higher Learning (IHL) approved college entrance exam; and complete the required College Preparatory Curriculum (CPC) requirements. Students enrolled in the career pathway option will be required to have a minimum of 17 1/2 Carnegie units. (The Mississippi Early Exit Pathway Option meets admission requirements for attending a two- or four-year College or university in the state of Mississippi.) In addition to the four (4) Mississippi High School Graduation Pathways implemented in the Yazoo City Municipal School District, the district offers the following programs and options:

INTERNATIONAL BACCALAUREATE PROGRAM OF STUDY

Students enrolled in the International Baccalaureate Organization's program of study must meet the required Carnegie units as outlined by the International Baccalaureate Organization and the course sequence of study approved by the Mississippi Department of Education. Students withdrawing from the International Baccalaureate program must enroll in and successfully complete the Carnegie unit requirements outlined for one of the four graduation pathways listed above.

MISSISSIPPI OCCUPATIONAL DIPLOMA OPTION

An exceptional education student may also partake in an occupational course of study aimed at obtaining an occupational diploma in accordance with MS Code 37-16-11 (2) and the criteria set forth in the Mississippi Department of Education's accreditation Standard 20.5 for seniors of school year 2008-2009 and later (entering ninth graders in 2005-2006 and thereafter).

In accordance with MS Code 37-16-11 (2), the State Board of Education has approved criteria for an occupational diploma for students with disabilities. The Mississippi Occupational Diploma provides an option for students with disabilities that emphasize high expectations in both academics and work experiences that will assist students in acquiring and maintaining the necessary competencies and skills needed to secure and retain competitive employment. Receiving a Mississippi Occupational Diploma (MOD) does not guarantee students entry into a post-secondary program, such as, but not limited to, post-secondary vocational, college

or military programs). The primary postgraduate goal for these students is competitive employment. The decision regarding participation in the Mississippi Occupational Diploma program will be made by the student's Individualized Education Program (IEP) committee, which must include a school counselor. Instructional program and diploma options are to be reviewed annually by the IEP committee and revisions made as necessary.

The Mississippi Occupational Diploma program may be implemented in any Least Restrictive Environment deemed appropriate by the IEP committee. Students in the occupational diploma program may earn credits by successfully completing course work selected from the general education curriculum and/or special education courses as agreed upon by the student's IEP committee.

Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must earn a minimum of 21 course credits and complete an occupational diploma portfolio containing a collection of evidence of the student's knowledge, skills and abilities.

Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must successfully complete a two-year Career/Technical (Vocational) Program. In lieu of completing a two-year Career/Technical (Vocational) Program, students with disabilities may document a minimum of five hundred forty (540) hours of successful, paid employment.

Prior to graduation, an exit IEP committee meeting must be held to evaluate accomplishment of the goals and objectives on the IEP and the completion of all requirements for the Mississippi Occupational Diploma. At this meeting, the student will present the completed Mississippi Occupational Diploma Portfolio for review by the IEP committee.

The final Mississippi Occupational Diploma Portfolio will be reviewed and approved prior to graduation by the principal or a designee.

GENERAL EDUCATION DEVELOPMENT (GED) OPTION (Accountability Standard 29) The General Education Development (GED) Option is an integral component of a high school curriculum that provides another option to obtain a high-school level credential. The GED Option is targeted for a subgroup of students who have the capabilities to complete high school requirements, but for a variety of adjustment and life circumstance obstacles are behind in the credits needed to graduate with their class and are at risk of leaving school without a high school credential. The GED Option provides these students a viable second opportunity to stay in school and acquire the necessary high school level knowledge and skills to pass the GED tests and earn a high school diploma/credential within the same time frame as their peers. {American Council on Education (ACE) Guidelines }

The school district provides alternative education programs for the categories of students identified in MS Code 37-13-92. (SB Policies 901 and 902)

The school district provides access to an alternative education program that meets the program guidelines outlined in MS Code 37- 13-92 and the guidelines established by the State Board of Education. (SB Policy 901) (See guidelines for

Alternative/GED School Programs.)

The school district, in its discretion, may provide access to a GED Option program that meets the program guidelines outlined in MS Code 37-13-92(4) and the guidelines established by the State Board of Education. (SB Policy 902) (See guidelines for Alternative/GED Programs.)

Policy for the Subject Area Testing (SB Policy 3801)

Enrollment in a non-public school/program (to include, but not limited to, private schools, parochial schools, home schools, virtual schools, surrunner schools, independent study / correspondence programs, etc.) shall not be used to circumvent participation in the Mississippi Statewide Assessment System or students meeting the graduation requirements outlined in this policy.

Students will not be required to pass any end-of-course Subject Area Test in a course for which the student earns or receives credit (i.e. course completed as recorded on an official transcript) in a Mississippi public school prior to the 2001-2002 school year. (MS Code 37-16-7)

Any student enrolled in a Mississippi public school who concurrently earns a Carnegie unit for any course which includes a required end-of-course Subject Area Testing Program (SATP) exam from a non-public school (to include, but not limited to, private school, parochial school, home school, virtual school, summer school, or independent study I correspondence program, etc.) must take and pass the SATP exam in order to earn a standard diploma.

Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a public school of another state as fulfilling the requirements for a Mississippi high school diploma.

Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a private school as fulfilling the requirements for a Mississippi high school diploma, provided the private school is accredited regionally or by the state of Mississippi.

Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student in a private school as fulfilling the requirements for a Mississippi high school diploma if the private school is not accredited regionally or by the state of Mississippi

Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts credit earned by the student through home schooling as fulfilling the requirements for a Mississippi high school diploma. Any Mississippi public school student who fails to pass a required Subject Area Test will be offered a chance to retake the test three times each year until a passing score is achieved.

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. (MS Code 37-15-38(11) Passage of the required Subject Area Test is a separate requirement for graduation. Policy for Carnegie Unit Credit (SB Policy 3802)

Enrollment in a non-public school / program (to include, but not limited to, private schools, parochial schools, home schools, virtual schools, summer schools, independent study I correspondence programs, etc.) shall not be used to circumvent participation in the Mississippi Statewide Assessment System or students meeting the graduation requirements outlined in this policy.

Any Mississippi public school student shall not be awarded Carnegie unit credit unless the core objectives identified in the Mississippi Curriculum Frameworks have been mastered.

For students entering a Mississippi public school from a public school in another state for which the school did not award a credit for the successful completion of a course, the district may accept the course as meeting the requirement for the required subjects for a diploma in the state of Mississippi provided the district determines that the content of the course taken is comparable.

However, the total Carnegie unit requirement for the curriculum area remains the same, based on the graduation requirements established by the local school board of education in accordance with the Mississippi Department of Education.

For students entering a Mississippi public school from a regionally accredited private school for which the school did not award credit for the successful completion of a course, the district may accept the course as meeting the requirement for the required subjects for a diploma in the state of Mississippi provided the district determines that the content of the course taken is comparable. However, the total Carnegie unit requirement for the curriculum area remains the same, based on the graduation requirements established by the local school board of education in accordance with the Mississippi Department of Education.

Students entering a public school in Mississippi from any regionally accredited public or private school that awarded a Carnegie unit for the successful completion of a course, the district may accept the course as meeting the requirement for the Required Subject Section in Appendix A of the Mississippi Public School Accountability Standards, based on the graduation requirements established by the local school board of education in accordance with the Mississippi Department of Education.

Any student previously enrolled in a Mississippi public school that failed a Subject Area Testing Program (SATP) exam and later transfers credit for the same SATP course from either a private school that is accredited regionally or by the state of Mississippi or an out-of-state public school must take and pass the exam in order to earn a standard diploma.

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. (MS Code 37-15-38(11))

The term "dual enrollment course" means a postsecondary level course offered by a state institution of higher learning or community or junior colleges, which, upon successful completion, qualifies for academic credit in both the postsecondary institution and public high school.

The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each unit offered, except for remedial instructional programs, dual enrollment or dual credit courses, correspondence courses, virtual public school courses offered by the State Board of Education, and innovative programs authorized by the State Board of Education.

Part II - Resident High School and Senior Year Student Transfers

Each student graduating from a secondary school will have earned at least two of the last four Carnegie units at the school granting the diploma. Attendance in summer school does not establish a new resident high school. The specific requirements for students who transfer during their senior year include the following:

A student entering the Yazoo City Municipal School District after the end of the second week of the third term may request credits be sent to the former school for issuance of a diploma.

A Yazoo City Municipal School District student transferring to another district after the end of the second week of the third term may request credits be sent back to the Yazoo City Municipal School District for issuance of a diploma. Only one school may issue a diploma (either the student's former high school or the current Yazoo City Municipal School District high school).

HOURS OF INSTRUCTION

The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for one Carnegie unit offered and 70 hours of instruction for each unit offered, except for remedial instructional programs (i.e., credit recovery), dual enrollment or dual credit courses, correspondence courses, virtual public school courses offered by the State Board of Education, and innovative programs authorized by the State Board of Education.

GRADUATION CEREMONIES

The school district schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three days prior to the end of the school year.

EXTENDED DAY/YEAR

Summer School, Extended Year, Virtual School, Correspondence, and Other

Programs the district's summer school / extended year program meets all applicable requirements of the regular school program. (MS Code 37- 3-49}

Students enrolled in a traditional summer school program are limited to earning one Carnegie unit of credit during a traditional summer school session and no more than four Carnegie units of credit may be earned in traditional summer school programs toward graduation. This does not apply to extended year programs and approved virtual courses. Courses taken through the Mississippi Department of Education's online virtual school program will be handled on an individual basis.

English I and II may not be taken for the first time in summer school, online, or through correspondence. However, English III and IV may be taken for the first time in summer school, as credit recovery, dual enrollment or dual credit courses, correspondence courses, virtual public school courses offered by the State Board of Education, and innovative programs authorized by the State Board of Education.

Only one unit of correspondence courses taken during the regular school year may be applied toward graduation.

Students enrolled in summer school programs must provide written approval from the principal of their home or approved-transfer schools. Enrollment in online and correspondence courses must have prior approval granted by the principal.

Students enrolled in an extended year program must complete all remaining course/subject requirements/objectives before credit for the course/subject is issued. {MS Code 37-3-49}

SUBJECT AREA TESTING PROGRAM COURSES

Students must pass a state exit exam as a graduation requirement in Algebra I, English II, Biology I, and U.S. History. Initial enrollment in Algebra I, English II, Biology I, and U.S. History must occur during the regular academic school year, students who fail these courses may retake them the following school year. No state mandated Subject Area Testing Program (SATP) courses will be offered in summer school or accepted through online or correspondence.

POLICY REVISION(S) AND ADOPTION(S) BY THE LOCAL BOARD OF EDUCATION

Should approved policy revision (s) and adoption (s) to the Mississippi Public School Accountability Standards and/or state board- adopted policies applicable to high school graduation and diploma options occur during the regular academic school year, the district and local board of education will accept and adhere to these state-approved policy revision(s) and adoption(s) immediately, and the

district will revise and approve its local policy and graduation requirements by the end of that regular academic school year or within the two-year revision review cycle of Policy IGB-Requirements for High School Graduation.

ELECTRONIC ARCHIVE OF THE POLICY BY THE LOCAL BOARD OF EDUCATION

The board-adopted policy document for graduation requirements in its entirety will be electronically archived by the local board of education in collaboration with the legal counsel's office and provided to parents, guardians, and custodial guardians via the web and printed in the district's Student Handbook and Secondary Curriculum Guide which are printed annually and provided to parents and students. Hard copies of Policy IGB/IBQ will be available upon request and will be available in the district's offices for middle and high schools, Interim Superintendent's office, and all middle and high schools will have hard copies available upon request.

GRADUATION REQUIREMENTS FOR THE DISTRICT PATHWAY OPTION

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the Mississippi Curriculum Frameworks. Course titles and identification numbers must appear in the current edition of Approved Courses for Secondary Schools of Mississippi. (See SB Policies 2902 and 2903.) Enrollment in on-line and correspondence courses listed in this book must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course. Any student who completes the minimum graduation requirements as specified below and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

GRADUATION REQUIREMENTS FOR THE TRADITIONAL PATHWAY

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the Mississippi Curriculum Frameworks. Course titles and identification numbers must appear in the current edition of Approved Courses for Secondary Schools of Mississippi. (See SB Policies 2902 and 2903) Enrollment in on-line and correspondence courses listed in the Approved Courses for Secondary Schools of Mississippi must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course.

Any student who completes the minimum graduation requirements as specified in the following tables in Part XIII and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma.

The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7. However, should approved policy revisions) and adoption(s) to the Mississippi Public School Accountability Standards and/or state board-adopted policies applicable to high school graduation and diploma options occur during the regular academic school year, the district, its schools, and local board of education will accept and adhere to these state-approved policy revision(s) and adoption(s) immediately, and the district will revise and approve its local policy and graduation requirements by the end of that regular academic school year or within the two- year revision review cycle of Policy IGB-Requirements for High School Graduation.

Beginning school year 2008-2009 and thereafter, all entering ninth graders (seniors of school year 2011-2012 and later) will be required to have a minimum of 25 Carnegie units as specified in the Traditional Pathway Option (A-2), unless their parent/guardian requests to opt the student out of Appendix A-2 requirements of the state's Accountability Standards in accordance with local school board policy. For parents and students selecting to opt-out of the Traditional Pathway Option the District Pathway Option, the district- approved Opt-Out form must be signed by all parties and filed in students' cumulative folders. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

GRADUATION REQUIREMENTS FOR THE CAREER PATHWAY OPTION

Background Information: Senate Bill 2432 from the 2017 legislative session suspended the Mississippi Occupational Diploma (MOD) and Career Pathways Option. **The Modified Occupational Diploma and Career Pathways Option shall not be available to any student entering the 9th grade in 2017-2018.**

In 2010, Mississippi state policymakers passed legislation to create multiple pathways to a standard diploma. The 2010 legislative actions created a career pathway to a standard diploma, with the goal of improving Mississippi graduation rates and providing students with career and technical training that prepare students for postsecondary credential or certification programs and employable workplace skills. This legislative change created Section 37-16-17 of the Mississippi Code of 1972 to provide for high school career option programs and career track curricula for students not wishing to pursue a baccalaureate degree.

GRADUATION REQUIREMENTS FOR THE EARLY EXIT EXAM OPTION

The Mississippi Early Exit Diploma indicates that students are ready to do college level work without remediation and opens up a variety of educational and career pathways within and beyond high school. In order to qualify for a Mississippi Early Exit Diploma, in addition to earning the Carnegie Units listed, students must meet college and career qualification scores in all core content areas on a series of End of Course (EOC) exams and/or the required benchmarks for college readiness

on the ACT or Institution of Higher Learning (IHL) approved college entrance exam.

The high school graduation pathway options begin on the following pages, followed by the recommended and required college preparatory curriculum for admission to public institutions of high learning (IHL) in the state of Mississippi.

Concordance Table (PARCC Assessment)

STEP 1. Identify the appropriate Concordance Table for the course.

STEP 2. Identify the student's final course grade.

STEP 3. Identify the student's highest scale score on the corresponding assessment.

STEP 4. Using the appropriate Concordance Table, determine if the combination of course grade and test score meet on a "Pass" or "Fail" cell.

Table 1. Algebra I

| Couse Grade | 724-722 | 721-719 | 718-716 | 715 | <715 |
|-------------|---------|---------|---------|------|------|
| D | Pass | Fail | Fail | Fail | Fail |
| C | Pass | Pass | Fail | Fail | Fail |
| B | Pass | Pass | Pass | Fail | Fail |
| A | Pass | Pass | Pass | Pass | Fail |

Table 2. English II

| Couse Grade | 724-722 | 721-719 | 718-716 | 715 | <715 |
|-------------|---------|---------|---------|------|------|
| D | Pass | Fail | Fail | Fail | Fail |
| C | Pass | Pass | Fail | Fail | Fail |
| B | Pass | Pass | Pass | Fail | Fail |
| A | Pass | Pass | Pass | Pass | Fail |

Concordance Table (SATP2 Assessment)

Table 1. Algebra I

| Couse Grade | 646-644 | 643-642 | 641 | 640-639 | <639 |
|-------------|---------|---------|------|---------|------|
| D | Pass | Fail | Fail | Fail | Fail |
| C | Pass | Pass | Fail | Fail | Fail |
| B | Pass | Pass | Pass | Fail | Fail |
| A | Pass | Pass | Pass | Pass | Fail |

Table 2. English II

| Couse Grade | 644-641 | 640-639 | 638-637 | 636-635 | <635 |
|-------------|---------|---------|---------|---------|------|
| D | Pass | Fail | Fail | Fail | Fail |
| C | Pass | Pass | Fail | Fail | Fail |
| B | Pass | Pass | Pass | Fail | Fail |
| A | Pass | Pass | Pass | Pass | Fail |

Table 3. Biology

| Couse Grade | 644-640 | 639-637 | 636-635 | 634-632 | <632 |
|-------------|---------|---------|---------|---------|------|
| D | Pass | Fail | Fail | Fail | Fail |
| C | Pass | Pass | Fail | Fail | Fail |
| B | Pass | Pass | Pass | Fail | Fail |
| A | Pass | Pass | Pass | Pass | Fail |

| | | | | | |
|---|------|------|------|------|------|
| D | Pass | Fail | Fail | Fail | Fail |
| C | Pass | Pass | Fail | Fail | Fail |
| B | Pass | Pass | Pass | Fail | Fail |
| A | Pass | Pass | Pass | Pass | Fail |

Table 4. U.S. History

| Couse Grade | 644-640 | 639-637 | 636-635 | 634-632 | <632 |
|-------------|---------|---------|---------|---------|------|
| D | Pass | Fail | Fail | Fail | Fail |
| C | Pass | Pass | Fail | Fail | Fail |
| B | Pass | Pass | Pass | Fail | Fail |
| A | Pass | Pass | Pass | Pass | Fail |

REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Any student who completes the graduation requirements as specified in the following tables and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma.

SPECIAL PROGRAMS: 21st CENTURY LEARNING CENTERS PROGRAM

A 21st Century Community Learning Center (21st CCLC) is a school-based community education center that keeps children safe during at-risk after school hours, on some Sundays, and often in summer. These centers provide children academic enrichment, homework tutors, and a wide range of cultural, developmental, and recreational opportunities. In addition, lifelong learning activities are available for community members in a local setting at many centers. This program is offered at several schools throughout the district.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) program was designed by the national College Board to give high school students an opportunity to enroll in college-level courses during their junior and senior years in high school or even earlier. Because the Advanced Placement curriculum and exams are standardized nationwide, AP gives students an opportunity to complete coursework that is recognized by a majority of U.S. colleges and universities as a measure of a student's ability to handle the rigors of college work.

All AP courses offered by the district are authorized by the College Board and are taught by AP certified teachers.

YAZOO CITY ALTERNATIVE LEARNING CENTER

The goal of Yazoo City Alternative School is to change disruptive student behavior and to improve students' academic performance so that they will be successful when they return to their home school. Capital City Alternative School provides an educational setting appropriate to the needs of students who have been suspended or expelled from their home school.

CAREER DEVELOPMENT CENTER (CDC) FOR VOCATIONAL EDUCATION

High school juniors and seniors have an opportunity to get extensive training in vocational areas by enrolling in classes at the district's Career Development Center for Vocational Education. Programs are designed for students who plan immediate employment or further vocational study after graduation. Students can choose from among 21 subject areas including business technology, child care and guidance, diversified technology, distributive education, cosmetology, clothing management, electricity, drafting, food service occupations, sales and marketing, commercial design and printing, automobile body and fender repair, air conditioning and refrigeration, radio and television repair, health occupations, horticulture, auto specialist, and all-terrain vehicle and motorcycle mechanics. Programs at the center are studied for two years, with job seeking skills and work values instruction included as a part of the training. Second-year students get on-the-job training through an apprenticeship program. Students who successfully complete the two-year program are awarded a certificate of proficiency.

DUAL ENROLLMENT - DUAL CREDIT

The dual enrollment - dual credit program allows high school students to simultaneously earn credit towards a high school diploma and a postsecondary degree or certificate. Dual enrollment allows students to transition from high school to college easily. Students can get accustomed to what college is like without being completely overwhelmed with a whole new environment. They can ascertain how their high school classes compare to college courses and how college professors differ from high school teachers. Dual enrollment also provides high school students with a wider range of courses so they have the opportunity to explore different fields before declaring a major. Finally, one of the biggest benefits of dual enrollment is that it allows students to accumulate credits prior to entering college so they will be able to graduate from college early or on time. The dual enrollment - dual credit program is available at the Yazoo City High School. For additional information regarding eligibility requirements, course offerings, etc., please contact your high school counselor.

ENGLISH LEARNERS (EL) AND IMMIGRANT PROGRAM

In an effort to educate students identified as English language learners and immigrants, the goal of the district's EL I Title III program is to ensure students' English language development, language proficiency and academic success. The EL /Title III program serves students whose primary language is not English in grades Pre-K through 12. The K-12 sites Webster Elementary, McCoy Elementary, Woolfolk Middle and the Yazoo City High School.

EXCEPTIONAL EDUCATION SERVICES

The Office of Exceptional Education Services provides a variety of support services to students with disabilities and regular education students. The services offered through this department include:

- Psychological services including pre-school and school-age assessment
- Social work services
- Speech/language evaluation
- Therapy Physical therapy

- Occupational therapy
- Augmentative communication services
- Assistive Technology Services
- Special medical needs
- Behavioral intervention services
- Homebound education services
- School support for students with disabilities
- Student Intervention Support Services

GIFTED EDUCATION PROGRAM (GEP) – OPEN DOORS

The gifted education program, Open Doors, is for intellectually and academically gifted students. The purpose of the Open Doors program is to identify and serve gifted students in a uniquely qualitatively differentiated program not available in the regular classroom. Gifted education courses provide instruction in creativity, thinking skills, research, creative problem solving, communication, leadership, group dynamics, and self-knowledge in order to increase students' skill in and capacity for autonomous learning, metacognition, and self- understanding. The intellectually education program is offered in schools grades 2-6. Students enrolled in the district's gifted education program have met criteria set by the state of Mississippi. The district serves students in grades 7-12, pending the availability of funding from the Mississippi Department of Education.

JUNIOR RESERVE OFFICERS TRAINING CORPS (JROTC) PROGRAM

The Junior Reserve Officers Training Corps (JROTC) provides students with academically stimulating experiences and promotes community involvement. JROTC fosters good citizenship, patriotism, self-reliance and communication skills. Students in the program are not obligated to enter any of the military services, although scholarships of up to four years are awarded annually to qualifying students seeking careers as commissioned officers after graduation. Students who complete at least three years of the program are eligible for advanced placement in the military after high school. The JROTC program of instruction focuses on the development of better citizens through the development of skills in Citizenship; Leadership Theory and Application; Science; and American History. JROTC classes are conducted in a structured interactive environment and the JROTC classrooms are equipped with technology and tools to enhance student participation and learning. This course of study is normally completed in four years at a traditional high school (Grades 9-12). JROTC instructors are all highly qualified and experienced military veterans who have successfully completed 20 or more years of service in our Armed Forces.

MISSISSIPPI VIRTUAL PUBLIC SCHOOL (MVPS)

Mississippi Virtual Public School (MVPS) is a web-based educational service offered by the Mississippi Department of Education to provide Mississippi students and educators with access to a wider range of course work, with more flexibility in scheduling, and with the opportunity to develop their capacities as independent learners. The Internet is revolutionizing access to information and transforming education. MVPS is a tool that is "bringing education to the fingertips of Mississippi students." It makes all kinds of learning experiences accessible to all students, which

helps to provide equity in education. E-learning prepares the student to think by himself, to be original and creative, to solve problems and to interact with his surroundings in a collaborative way. Enrollment in on-line courses through the MVPS must have prior approval granted by the school's counselor/site coordinator. No more than two (2) Carnegie units may be earned through the MVPS during the regular school year and no more than one (1) Carnegie unit may be earned during the summer. In order to be successful in an on-line course, you must have daily access to a reliable computer with high-speed Internet access and a printer. Each school site will provide access to the required technology whenever possible, but it is strongly suggested that you also have access at home. Most local public libraries offer limited access in increments of thirty minutes and charge a small fee for printing. MVPS course offerings are subject to change based on teacher availability, number of students enrolled, and/or number of requests for course(s). Please contact your school's counselor/site coordinator for a current list of courses offered or visit the MVPS website located at <http://www.mvps.mde.k12.ms.us>.

YOUTH COURT SCHOOL

The Youth Court School is committed to providing a quality interim educational program that will allow each juvenile the opportunity to achieve a higher learning potential while being detained in the Yazoo County Juvenile Justice Center Detention. The Yazoo County Juvenile Justice Center Youth court judges, court administrator, detention director, counselors, teachers, and staff believe that all students can learn.

The objectives of the school are to:

- Allow youth enrolled in the Yazoo City Municipal School District an opportunity to keep current with their studies and facilitate their return to school when released.
- Give students an opportunity to succeed in their academics, which in turn can assist in improving self-esteem.
- Provide opportunities for students not enrolled in school to explore GED, survival skills, life skills, and career vocational opportunities.
- Comply with state and federal regulations that require all youths to attend school.
- Ensure the youth's rights to be educated.

The subjects taught are English, mathematics, reading, science, and social studies.

Bullying/Harassing

In order to effectively participate in the democratic process as adults, students must learn to respect the rights of others and to interact with them in a civil manner. Therefore, students are required to speak and behave in a civil manner toward students, staff and visitors to the schools. The use of lewd, profane or vulgar language is prohibited. In addition, students shall not engage in behaviors such as hazing, bullying, menacing, taunting, intimidating, verbal or physical abuse of others, or other threatening behavior. This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods. Such behavior is disruptive of the educational process and interferes with the ability of other students

to take advantage of the educational opportunities offered. These provisions shall not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others. Students who violate this policy shall be subject to appropriate disciplinary action. Other Claims when a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations.

I. Definition

Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits.

A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior. Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

II. Procedures for Processing a Complaint

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

The complaint shall be investigated promptly. Parents will be notified of the nature of any complaint involving their student. The District official will arrange such meetings as may be necessary with all concerned parties within five (5) working days after initial receipt of the complaint by the District. The parties will have an opportunity to

submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The District official conducting the investigation shall notify the victim and parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined.

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

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

**YAZOO CITY MUNICIPAL SCHOOL DISTRICT
BULLYING/HARASSING BEHAVIOR COMPLAINT FORM**

School: _____

Name(s) and grades(s) of victim(s): _____

Name and Title of Person Reporting: _____

Relationship to victim: _____

Name(s) of accused: _____

Location of incident: _____

Date and time of incident: _____

Describe what happened and who was present. Use reverse side or attach additional pages, if needed.

Other incidents of Bullying:

Dates

Times

Name of Accused

I certify that all information provided in the complaint is true and complete. I understand that any intentional misstatement of fact may subject me to school discipline.

Signature of reporting student: _____ **Date:** _____

Signature of official receiving complaint: _____ **Date:** _____

(Reports of student bullying must be submitted to the principal.)

**YAZOO CITY MUNICIPAL SCHOOL DISTRICT
TRANSPORTATION (BUS)**

The Yazoo City Municipal School District is serious about providing the safest, most secure environment possible for all students. Many students do not realize this environment includes the school bus! From the time students step onto the bus in the morning until they step off the bus in the afternoon, they are considered to be "at school" and the rules of the school apply. Rules for the bus:

Remain in your seat at all times. When arriving at school or bus stop, remain in your seat until the bus has stopped.

Keep your belongings inside your book bag.

Refrain from throwing anything on/off the bus.

Help keep the bus clean. Throw all trash in the designated area.

Keep the noise level low so that the driver can concentrate.

Be courteous to the driver. Follow his/her instructions without arguing.

Use polite language. **NO PROFANITY OR OBSCENE GESTURES!**

Keep your hands, feet, and head inside the bus.

No eating, drinking, or smoking on the bus.

No fighting or scuffling.

Do not redress on the bus. You must remain in uniform. Pants pulled up, shirts tucked in and belt must be on.

Please review the bus rules with your child/children and sign below. Failure to follow these rules will result in the following disciplinary actions:

- | | |
|-------------------|--|
| 1st bus referral: | 10 day suspension from bus (Principal's discretion) |
| 2nd bus referral: | 15 day suspensions from bus |
| 3rd bus referral: | 20 day suspension from bus |
| 4th bus referral: | Suspended from the bus for the remainder of the school year. |

Behavior that endangers other students will not be tolerated and will be treated as a fourth referral.

Thank you for your support as we work together to create the best possible environment for all students.

Parent Signature: _____ Date: _____

DISCIPLINE

Complete discipline report by being specific; make sure time and place of event is indicated.

All dates of documented intervention or correction done to change student misbehavior must be included in the referral. "Action Taken by Teacher" part of the referral must be filled up if the offense stemmed out of a series of similar minor behavior.

Contact office if needed immediately. Administrator will handle the discipline per student handbook.

Teachers cannot predetermine corrective actions by the administrator. Teacher will be notified of action taken by school administrator

Tier 2 documentation must be filled out completely for each student being referred.

Team/teacher, parents, administrator will meet to determine appropriate behavioral interventions.

REGULATIONS FOR IN-SCHOOL SUSPENSION (ISS)

Students must bring books, paper, pencils, and other materials needed to complete classroom work.

Students will not leave the In-School Suspension classroom unless given permission by the behavior interventionist. Students will not be allowed to sleep in class.

Students are to study and be on task at all times. All classroom work must be completed or additional days will be added to the In School\ Suspension. Students will be given an opportunity to use the restroom once in the morning, once in the afternoon, and otherwise when an emergency occurs. Students will not communicate with other students in the In-School Suspension center, halls, or cafeteria. A student assigned to ISS must complete all days assigned by the Principal or Assistant Principal. If a student is disruptive in ISS or disobeys any of the ISS rules, the ISS Monitor will refer the student to the Assistant Principal for appropriate action.

If the incident is a minor offense:

1st Offense: put it on record and re-teach expectation (verbal correction) documented on School Status.

2nd Offense (same behavior): Teacher/student conference (during teacher planning period, maximum 5 minutes with another teacher present and contact parent the same day)

3rd Offense (same behavior): Parent/Guardian contact by phone, advise the parent or guardian of corrective measures and what you plan to do if the behavior does not stop
Time out in class (student removed temporarily to another classroom for elementary schools only).

After school detention (parent notified day of incident student serves detention), if parent contact is made.

If a detention is assigned and parents cannot be contacted, document the calls made or that a notice was sent home, then assign detention again. If no contact was possible, refer the matter to a school counselor.

4th Offense Referred to the administrator.

If the incident is a major offense:

1st Offense: administrator-teacher-student-parent conference

2nd Offense: corporal punishment

3rd Offense: in school suspension

4th Offense: out of school suspension/ possible 10 day suspension or alternative placement

BEHAVIOR MODIFICATION PLAN

Intense behavior modification plans are needed for observation and follow-up with the assistance of school counselor and administrators for those with 3-4 referrals.

If the behavior does not change, with all documents in order, a disciplinary hearing will be requested by school administrators at the central office.

YAZOO CITY MUNICIPAL SCHOOL DISTRICT

Dr. Darron Edwards,

Superintendent

Post Office Box 127

Yazoo City, Mississippi 39194

The superintendent or principals are authorized to institute appropriate disciplinary action including immediate suspension, if warranted, of any student for disorderly conduct or misconduct including, but not limited to the following:

- Fighting
- Illegal drugs
- Alcoholic beverages
- Fireworks, explosives, or incendiary materials
- Knives, firearms, slingshots or any other weapons
- Pornographic materials
- Stolen property
- Use or in possession of tobacco/Smoking, paraphernalia of drugs
- Cards or gambling paraphernalia
- Noise making devices
- Other disruptive materials
- Other materials possession of which is punishable by law
- Disorderly Conduct
- Harassment, intimidation, or threats towards a teacher or student
- Disruption of school operations, functions, programs, or activities
- Disobedience
- Insubordination
- Insulting language or behavior
- Obscene behavior
- Vandalism
- Disrespect to Authority
- Damage to property/defacing property (graffiti, gang symbols, etc).
- Damageto property
- Leaving class, school program, or meeting without permission
- Indecent public display of affection
- Bullying

The Yazoo City Municipal School District Board of Trustees recognizes the importance of a safe and orderly environment. All secondary and alternative school students are required to purchase CLEAR or MESH book bags for the 2017-2018 school year. Elementary school students are required to have a book bag of parent preferences. Females are asked to carry a purse 7 x I O in size. Any student found in violation will be subject to disciplinary action.

EXCEPTIONS TO THE LADDER OF CONSEQUENCES

Any of the following offenses can merit out-of-school suspension at the discretion of the school administrator, without going through any steps of the discipline plan:

A shocking or dangerous behavior which may cause physical or emotional harm to the student or others such as

- inappropriate touching including same sex as well (consensual/non-consensual)
- Fighting
- Weapons or other materials punishable by law
- Theft
- Possession or use of drugs, alcohol, tobacco, or drug paraphernalia
- Gang related activities
- Destruction of school materials and property
- Inappropriate clothing
- Sexual Harassment
- Bullying
- Cyber-Bullying
- Burglary of building , motor vehicle, or vessel
- Photographing, taping or filming
- Any hostile act resulting to the injury of another student, faculty or staff
- Violation of provisions in the district handbook for automatic expulsion or alternative placement.

ADMISSISON FOLLOWING SUSPENSION/EXPULSION FROM ANOTHER SCHOOL DISTRICT

If a student is expelled or suspended by another school district and subsequently applies for admission to the Yazoo City Municipal School District, he/she will not be eligible to enroll in any YCMSD school until they are eligible for readmission to and have actually attended classes in their previous school following their suspension or expulsion. The student can be placed in the alternative school before being allowed to attend classes at their home school.

LEVEL 1

DISCIPLINARY OFFENSE

- Classroom disruption
- Pick on, bothering, or distracting other students
- Use of profanity or vulgarity
- Dress code violation
- Minor disruption of school activity
- Minor defiance of authority /disobedience
- Verbal insults or put downs
- Being caught with cellular device or the use of cell phones, or any electronic devices at unauthorized times.
- Minor damage or defacement of school property
- Minor physical aggression with another student (pushing, Shoving, etc.)
- Scholastic dishonesty
- Public display of affection

CONSEQUENCES

For Level I Offenses, the consequences are listed below. If the behavior becomes habitual, the consequence moves to a higher level on the ladder.

- Corporal Punishment
- Parent/Teacher Conference
- Parent contact via phone call, text, or email
- Parent/Teacher/Student/Administrator Conference
- In-school suspension
- Cell Phone—refer to cell phone policy

The school officials shall refer to consequences under the section of the Discipline Ladder for more options. Consequences will be at the discretion of the principal or his/her designee. In addition, consequences may be at the discretion of the superintendent.

LEVEL II

DISCIPLINARY OFFENSE

- Consensual but inappropriate physical contact
- Destruction of theft of school property, including graffiti (under \$500)
- Trespassing
- Theft from an individual (under \$500)
- Other school- based misconduct that disrupts the school environment
- Recurring Level I offenses
- False activation of a fire alarm
- Use of profanity or vulgarity towards school personnel
- Unauthorized use of school equipment
- Gambling
- Skipping
- Unauthorized use of School Property

CONSEQUENCES

For Level II Offenses, the consequences are listed below. If the behavior becomes habitual, the intervention moves to a higher level on the ladder.

- Corporal Punishment
- Parent/Teacher Conference
- Parent contact via phone call, text, or email
- Parent/Teacher/Student/Administrator Conference
- 5 Days or fine for confiscated cell phone
- In-school suspension
- Out-of-school suspension
- Cell Phone—refer to cell phone policy
- Re-occurring offenses of 3-4 times must initiate Behavior Intervention Plan (BIP) with documented interventions.

The school officials shall refer to consequences under the section of the Discipline Ladder for more options. Consequences will be at the discretion of the principal or his/her designee. In addition, consequences may be at the discretion of the superintendent.

LEVEL III

DISCIPLINARY OFFENSE

- Bullying Levels (verbal and written aggression or intimidation - physical acts of aggression or intimidation an repeat Level (behavior)
- Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion
- Cyber bullying

CONSEQUENCES

For Level III Offenses, the consequences are listed below. If the behavior becomes habitual, the intervention moves to a higher level on the ladder.

- Out-of-school suspension
- Cell Phone—refer to cell phone policy
- Severe defiance of authority disobedience e.g., demonstrating gross disrespect for school personnel?

LEVEL III Continued

- Severe use of profanity or vulgarity towards school personnel
- Inappropriate showing of public affection
- Assault on student with/without weapon
- Being under the influence of drugs or alcohol
- Use, selling, or possession of legal alcohol
- Habitual disruption see section IV, they are eligible for expulsion, though not for referral to law enforcement.
- Creating a disturbance (disrupting the learning environment, leaving class without permission)
- Creating a disturbance using profanity
- Recurring Level II offenses

- Re-occurring offenses of 3-4 times must initiate Behavior Intervention Plan (BIP) with documented interventions. Documented training for staff to implement the BIP is mandatory.
- Fighting: General Assembly, Bus, School Functions: Games, Club activities, etc.
 1st Offense 3-5 days suspension (all schools)
 2nd Offense 3-10 days suspension (Webster, McCoy)
 2nd Offense 10 day suspension pending hearing for 45 day placement at the Alternative School (Woolfolk, High School)

The school officials shall refer to consequences under the section of the Discipline Ladder for more options. Consequences will be at the discretion of the principal or his/her designee. In addition, consequences may be at the discretion of the superintendent.

LEVEL IV

DISCIPLINARY OFFENSE

- Group Fighting (2 or more fighting together)
- Destruction or theft of school property, including graffiti (over \$5000)
- Theft from an individual
- Assault, harassment, or false allegation of abuse against a school employee
- Hazing activities (e.g., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initial into any student group)
- Witness Intimidation or Retaliation
- Other student behavior presenting an active or ongoing danger to the welfare or safety of school occupants
- Recurring Level III offenses
- Habitually disruptive students are eligible for expulsion, though not for referral to law enforcement

CONSEQUENCES

For Level IV Offenses, the consequences are listed below. If the behavior becomes habitual, the intervention moves to a higher level on the ladder.

- Out-of-school suspension
- Cell Phone—refer to cell phone policy
- Re-occurring offenses of 3-4 times must initiate Behavior Intervention Plan (BIP) with documented interventions. Documented training for staff to implement the BIP is mandatory.
- Fighting: General Assembly, Bus, School Functions: Games, Club activities, etc.
 10 day suspension pending hearing for 45 day placement at the Alternative

The school officials shall refer to consequences under the section of the Discipline Ladder for more options. Consequences will be at the discretion of the principal or his/her designee. In addition, consequences may be at the discretion of the superintendent.

LEVEL V

DISCIPLINARY OFFENSE

- Robbery
- Arson
- First or second degree assault
- Recurring Level IV offenses
- Sexual assault
- Use, possession, sale or distribution of, or intent to sell or distribute, unauthorized drugs or controlled substances
- Possession of an explosive (non-fireworks /firecrackers) that seriously endangers the welfare or safety of other students or school personnel
- Unlawful Sexual Behavior and/or Unlawful Sexual contact, and/or indecent exposure between teacher and student
- Possession of or caught using drugs willfully causing damage to the property of a school employee
- Causing false alarms/contacting police/fire emergency
- Carrying, bringing, using, or possessing a knife or dangerous weapon without the authorization of the school or district (including firearm or firearm facsimile that could reasonably be mistaken for an actual firearm, spring action or compressed air devices such as BB guns, fixed-blade knives with blades longer than 3", pocket knives with blades longer than 3.5", spring-loaded knives, and any other objects used or intended to be used to inflict death or serious bodily injury)

CONSEQUENCES

For Level V Offenses, the consequences are listed below. If the behavior becomes habitual, the consequence moves to a higher level on the ladder. Consequences will be at the discretion of the principal or his/her designee

- 45 day placement at Alternative School
- 90 day placement at Alternative School

APPENDICES

SUBJECT AREA TESTING PROGRAM APPEALS PROCESS

DESCRIPTOR TERM: CODE:

Subject Area Testing Program Appeals Process 7610

ADOPTION DATE: REVISION:

October 23, 2009 November 22, 2009

Appeal for Rescoring

When a student, parent, or district personnel has reason to believe that, due to a scoring error, a student who did not pass a Subject Area Test should have passed the test, an appeal for rescoring may be made.

Process:

The student, parent or district personnel must submit a written statement with supporting information outlining why the applicant thinks he/she should have passed the test.

The initial appeal is submitted at the local level for determination of merit.

A local decision is made to forward the appeal to the state level for consideration or to deny the appeal.

If the appeal is denied at the local level, the appeal can be submitted directly to the state level for consideration.

Direct appeals and appeals forwarded from the local level are considered at the state level, and a decision is made to grant the appeal or to deny it.

Any request for rescoring must be submitted no later than one calendar year from the time of the receipt of score reports in the district.

If the rescoring determines that a scoring error occurred that results in the student passing the test, the testing company will bear the cost of the rescoring. If the rescoring does not determine that a scoring error occurred, the costs associated with rescoring will be borne by the school district in which the student took the test in question.

Appeal for an Alternative Assessment as a Substitute Evaluation Appeals Process:

The Appeal for an Alternative Assessment as a Substitute Evaluation may not begin until a student has scored within one scale score point of the passing cut score on the same subject area content test on any three separate occasions (i.e., initial test, first retest, second retest, or any other combination) and has participated in remediation designed to assist students in passing the appropriate subject area test.

The student or parent may request an appeal to be initiated by a teacher, or a teacher may initiate an appeal. The teacher may deny a request from a student or parent if, in the teacher's professional opinion, there is no basis for the appeal. The student's teacher for the specific subject area course or a course in the same content at a higher level must be the teacher involved in the appeal process. To initiate an appeal the teacher must confirm the student has met the testing criteria outlined above and then submit a portfolio of student work that demonstrates the student's mastery of the course content accompanied by a letter of recommendation to the principal of the student's school.

This portfolio will consist of documentation that supports student mastery at the expectation defined by the curriculum framework and will be submitted in accordance

with the requirements for the Alternative Assessment for Subject Area Tests, a process available only to students with an IEP. The composition of the evidence portfolio must address the course- specific framework competencies and objectives for the relevant subject areatest.

The teacher must sign the Ethics in Data Collection Form for the Appeal for an Alternative Assessment as a Substitute Evaluation to accompany the portfolio.

The teacher's letter of recommendation, the portfolio, and the Ethics in Data Collection Form must be reviewed and agreed to as accurate by the school principal and district Interim Superintendent. If the portfolio is found not to substantiate the appeal, the appeal may be denied by the principal and/or district Interim Superintendent. If the principal and Interim Superintendent support the appeal, they must also sign the Ethics in Data Collection Form.

If the appeal is approved by the Interim Superintendent, the district test coordinator will then review the appeal and verify that all requirements of the Appeal for an Alternative Assessment as a Substitute Evaluation have been met. The district test coordinator will submit the student portfolio including the teacher's letter of recommendation and the Ethics in Data Collection Form, which the district test coordinator must also sign, to the Office of Student Assessment by March 30 in the year that the student is anticipated to graduate or at any time following the student's meeting criterion (a).

If the results of the review of the portfolio determine that the student has demonstrated mastery of the curriculum, a passing score will be substituted for a failing score on the standard statewide subject area test, and the Mississippi Department of Education will bear the cost associated with the review.

If the results of the review of the portfolio do not determine that the student has demonstrated mastery of the curriculum, the student must continue participating in subsequent standard statewide assessment administrations. In this case, the costs associated with the review of the portfolio will be borne by the school district that submitted the appeal.

If the Appeal for an Alternative Assessment as a Substitute Evaluation is denied and the student continues to participate in subsequent standard statewide assessment administrations, the teacher may again initiate an appeal, or a student or parent may request another appeal, following any subsequent retest opportunity that results in the student's again scoring within one scale score point of the passing cut score.

MISSISSIPPI LEGISLATURE REGULAR SESSION 2017
By: Senator(s) Tollison
COMMITTEE SUBSTITUTE FOR SENATE BILL NO. 2432

AN ACT TO AMEND SECTION 37-16-11, MISSISSIPPI CODE OF 1972, TO PROVIDE THAT 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 5 THEREAFTER; TO AMEND SECTION 37-16-17, MISSISSIPPI CODE OF 1972, TO PROVIDE THAT THE CAREER TRACK PROGRAM FOR STUDENTS NOT PURSUING A BACCALAUREATE DEGREE SHALL NOT BE AVAILABLE TO ANY STUDENT ENTERING THE NINTH GRADE IN THE 2017-2018 SCHOOL YEAR OR 9 THEREAFTER; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1.

Section 37-16-11, Mississippi Code of 1972, is amended as follows: 37-16-11. (1) A student who has been properly classified, in accordance with rules established by the state board as "educable person with an intellectual disability," "trainable person with an intellectual disability," "deaf," "specific learning disabled," "physically handicapped whose ability to communicate orally or in writing is seriously impaired" or "emotionally handicapped" shall not be required to meet all requirements of Section 37-16-7, and shall, upon meeting all applicable requirements prescribed by the district school board, S. B. No. 2432 *SS26/R354CS* ~ OFFICIAL ~ 17/SS26/R354CS be awarded a special diploma in a form prescribed by the state board; however, such special graduation requirements prescribed by the district school board shall include minimum graduation requirements as prescribed by the state board. Any such student who meets all special requirements of the district school board for his exceptionality, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the state board. Nothing provided in this section, however, shall be construed to limit or restrict the right of an exceptional student solely to a special diploma. Any such student shall, upon proper request, be afforded the opportunity to fully meet all requirements of Section 37-16-7 through the standard procedures established therein and thereby qualify for a standard diploma upon graduation.

(2) The State Board of Education shall develop and issue criteria for a Mississippi Occupational Diploma for students having a disability as defined by the federal Individuals with Disabilities Education Act. Beginning with the 2002-2003 school year, any such student, upon proper request, shall be afforded the opportunity to fully meet such requirements and qualify for an occupational diploma upon graduation. (3) 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. S. B. No. 2432 *SS26/R354CS* ~ OFFICIAL ~ 17/SS26/R354CS

SECTION 2. Section 37-16-17, Mississippi Code of 1972, is amended as follows:

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 Mississippi Community College Board 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, an industry-based training or S. B. No. 2432 *SS26/R354CS* ~ OFFICIAL ~ 17/SS26/R354CS 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 track 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-one (21) 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 U.S. History and one (1) unit of Mississippi Studies/U.S. Government. S. B. No. 2432 SS26/R354CS* ~ OFFICIAL ~ 17/SS26/R354CS PAGE 5 ST: Mississippi Occupational Diploma for students with disabilities and career track program; suspend for new students.
- (v) At least one-half (1/2) credit in health or 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 two and one-half (2-1/2) 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.

(4) The career track program for students not pursuing a Baccalaureate Degree shall not be available to any student entering the Ninth Grade in the 2017-2018 school year or thereafter.

SECTION 3. This act shall take effect and be in force from and after July 1, 2017.



MISSISSIPPI TRANSITIONS FROM MISSISSIPPI OCCUPATIONAL DIPLOMA (MOD)

The Mississippi Legislature passed a bill in 2017 to phase out the Mississippi Occupational Diploma (MOD). Effective July 1, 2017, the MOD for students with disabilities will not be available to entering 9th grade students beginning in the 2017-18 school year. Special education teachers, school administrators, advocates, and members of the legislature determined the MOD should be eliminated because it is no longer accepted by businesses, community colleges, universities and the military. Current high school students who are already enrolled in a course of study leading to the MOD are encouraged to pursue a standard diploma to have an expanded array of choices for life after high school.

What to Know:

School districts are encouraged to allow students who are currently enrolled in the MOD to change to the course of study that leads to the Mississippi Standard Diploma.

Students with an Individualized Education Program (IEP) can stay enrolled in school through age 20 to work towards a Mississippi Standard Diploma.

To earn a standard diploma, students may access any current or future pathways for meeting the end-of-course assessment requirements.

Additionally, students may participate in both Carnegie Unit earning courses and accompanying special education courses to pre-teach, re-teach, and remediate skills.

Parents of students who continue the MOD will be required to sign a document acknowledging this certificate is not accepted by businesses, community colleges, universities, or the military.

Starting in 2017-18, students entering the 9th grade will not be able to earn the MOD

Students enrolled in the MOD are encouraged to change to a course of study that leads to a standard high school diploma

Elimination of the MOD provides more opportunities for students with disabilities to earn a standard high school diploma

OFFICE OF SPECIAL
EDUCATION

P.O. Box 771

Jackson, MS 39205-0771

601.359.3498

Parent Hotline:

1.877.544.0408

ELECTRONIC DEVICES POLICY

To include, but not limited to: RADIOS, TAPE RECORDERS, CASSETTES, COMPACT DISC PLAYERS, CELLULAR PHONES, IPODS, MP3 PLAYERS, DIGITAL CAMERAS& ETC.

Students are not to bring radios, tape recorders, cassettes, compact disc players, cellular phones, or any such items to school because these items disrupt classes and they can create an unsafe environment. Any student found in violation of this policy **MUST** give the electronic device to the teacher or administrator upon request. These devices will be taken up and returned to a guardian only after 3:30 as prescribed below:

- First offense – The device will be taken from the student and held for a period of 5 days or a \$30 fine will be charged. The device will be released back to the student's parent when either of these requirements is met.
- Second offense – The device will be taken from the student and held for a period of 15 days or a \$40 fine will be charged. The device will be released back to the student's parent when either of these requirements is met.
- Third offense – The device will be confiscated and given to the parent at the end of the school year.

Regardless of who owns the device, the student caught with the device will be disciplined. A parent/guardian has ten (10) business days after the pickup date to reclaim the confiscated item. All unclaimed devices are subject to resale and become the school's property. The school will not be responsible for any devices that are lost, stolen, or damaged.

* In the event that a student refuses to turn in an electronic device to the teacher or administrator, that student will be placed in the Alternative School for a period of 20 days and no participation in co-curricular or extracurricular activities.

INSTRUCTIONAL PROGRAM POLICY CODE: IHA GRADING SYSTEM

POLICY: GRADING SYSTEM

The established grading system is to communicate to parents a periodic evaluation summarizing significant factors of the student's adjustment in the total education program. The grading system is based upon student achievement and performance, bearing in mind that any system incorporates both subjective and objective considerations in student evaluation.

Objectives

1. To motivate students to exert their best efforts in the learning process
2. To provide a uniform technique for converting numerical values to letter grades
3. To monitor each student's progress

Grading System

-To evaluate student performance for the purposes of promotion, retention, or alternative programs. The following numerical values shall be used in determining letter grades. In order to insure a structured procedure for student evaluation and grade reporting which complies with all Mississippi Department of Education and Accreditation standards, the following procedures shall be implemented. The Superintendent and his staff are authorized as directed to establish basic competency requirements for each subject at each level taught in the Yazoo City Municipal School District. No student shall be promoted from one grade level to another or given a Carnegie unit of credit for any course in which the student has not demonstrated mastery of the basic competency requirements of said course. Student grades are determined by but not limited to daily class-work, homework, class participation, test grades and special projects. Parents are invited to contact teachers, counselors and/or administrators concerning any questions relative to a pupil's progress.

I. Grading

The grading system used in the Yazoo City Municipal School District is as follows:

A. Teachers are requested to grade on the basis of 100. They are requested to score tests and translate those scores into grades. An evaluation of daily work should be made regularly, thereby providing a fair distribution of grades throughout the entire nine (9) weeks term. A minimum of nine daily grades shall be recorded for each student in each course during each nine week grading period. A minimum of three test grades shall be recorded during each nine-week grading period. Lessons missed because of "excused"

absences may be made up and full credit given for such work, provided that work is made up within a week after the student returns to school. Lessons missed on account of illness may be made up and full credit given, provided a written excuse from the parent establishes an excusable cause of absence.

1. There shall be four grading periods.
2. All grades awarded regular education students in grades 1-12 shall be awarded on the basis of on-grade-level work. Grades awarded students who have been ruled eligible for special education services and who are actively participating in the district's special education program(s) shall be based on the attainment of goals and objectives set forth in the student's IEP's. Specific Learning Disabled students who participate for a part of the School day in regular education courses shall be required to; Meet the same standards in said classes as regular education students.

Meet the same standards in said classes as regular education students. Students enrolled in EMR classes will meet requirements of IEP's developed by the special education and regular education teacher.

3. A minimum of nine daily grades shall be recorded for each student in each course during each nine -week grading period. A minimum of three test grades shall be recorded during each nine-week grading period. One benchmark/nine week's assessment shall be recorded during each nine-week grading period.
4. Tests will be given during the eighth week of each nine-week grading period and shall be used to determine each student's mastery of the district's basic core objectives. Grades will be awarded students on these tests, and students must have demonstrated mastery. An "I" (incomplete) will be recorded for any student failing to demonstrate mastery of a core objective(s) and shall remain on the student's record until such time as said student has removed the deficiency.
5. Tests shall count 50% per 9 week grade. Other student evaluations such as daily tests, projects, homework, class participation, etc. shall count 35% of the nine-week grade. Benchmark/Nine Weeks Assessments 15% of the nine-week grade.

II. Reporting

The Board believes that one of the most critical responsibilities of the school district is the clear and accurate reporting of student progress to the student and his/her parents. The administration and faculty of the Yazoo City Municipal School District are encouraged

to share through every means possible the grading policy of the district and to hold conferences with parents to answer any questions which they may have concerning the evaluation of their child.

A. Report cards shall be issued at the end of each nine-week period. Report cards will be accompanied by a report of Core Objectives/Mastery Checklist mastered and not mastered. It shall be the responsibility of the Superintendent to establish reporting procedures and develop reporting instruments for use by the district.

B. The Yazoo City Municipal School District has adopted the following scale:

A 90-100 Excellent

B 80-89 Good

C 70-79 Average

D 60-69 Passing

F 0-59 below Failing

I- Incomplete Passing or failing grade to be given after work is complete.

Lowest grade to be recorded will be a 50. No borderline grades will be given. Grades on report card must reflect district scale. Teachers are required to post a minimum of 1 grade per week on Active Parent.

C. Copies of student grade reports shall be kept on file in the school which the student attends, and all teacher grade books shall be turned in to the principal at the end of the school year and kept on file for a period of five academic years. All student cumulative records shall be completed by teacher and kept on file in compliance with all Mississippi Department of Education regulations, state law, and school board policy.

D. Students will receive academic status reports at the mid-point of the nine-week grading period. Students may receive a deficiency report at any time during the grading period if progress is unsatisfactory. Parents may be offered the opportunity to discuss the student's status or may be requested to arrange a conference with the teacher, and/or counselor and/or principal.

E. The Yazoo City Municipal School District will adhere to the following policy for determining and reporting grades or progress for students with disabilities. The grading system used in the regular education program will be utilized for students who receive instruction through the regular education program and are expected to master the same

objectives as regular education students. For students who receive instruction through the regular education program but an alternate or parallel curriculum (which differs from that provided to grade level peers) is taught, grades will be assigned for each academic area addressed on the student's Individualized Education Program (IEP).

Grades given will be based on the mastery of objectives/benchmarks outlined on the IEP using the regular education grading system with input from both the regular special education teachers. The student's progress report and report card will reflect that these grades are based on objectives/benchmarks outlines on the student's IEP. Students will not earn Carnegie unit credit when this type of curriculum instruction is provided. Any student enrolled in regular education courses who does not meet course requirements, even though accommodations and modifications have been implemented in accordance with the student's IEP, may receive a failing grade. If it is obvious, however, that the student with a disability cannot function appropriately in a regular education class, the student's IEP should be revised.

MANDATORY SAME-DAY AFTER SCHOOL DETENTION

At the discretion of the school administrator, a student who has been removed out of the classroom as a consequence of a disciplinary action, and failed to complete the mandatory class assignment/s can be placed on automatic after-school-detention lasting no longer than 4:30pm for academic and behavioral intervention by a certified teacher provided that the parent/s was/were notified before the end of the regular school day.

The district will provide transportation for the student who is placed on mandatory same day after-school detention.

PARENT ACKNOWLEDGEMENT OF HANDBOOK AND CODE OF CONDUCT

Student's Name _____

Home Address _____

School _____ Home _____

STUDENT AND PARENT ACKNOWLEDGEMENT

The Student Handbook and Code of Conduct are to help your son/daughter gain the greatest possible benefit from his/her school experience. The school is in need of your help and cooperation. When you have read and discussed this document with your child, please sign this sheet, remove it from this booklet, and return it to the school. This form will be kept at the school site.

FAILURE TO RETURN THIS ACKNOWLEDGEMENT WILL NOT RELIEVE A STUDENT OR THE PARENT/GUARDIAN OF THE STUDENT FROM RESPONSIBILITY FOR KNOWLEDGE OR THE NON-COMPLIANCE OF THE CONTENTS OF THE STUDENT HANDBOOK AND CODE OF CONDUCT.

Please initial on the lines below, indicating that I have received and understand it is both the student's and parent's responsibility to review the following documents, and I understand and acknowledge that school board policies may be revised or changed throughout the school year.

Student Handbook/Code of Conduct

Printed Student's Name _____

Student's Signature _____ Date _____

Printed Parent's Name _____

Parent's Signature _____ Date _____

THIS SIGNED FORM SHOULD BE KEPT ON FILE IN THE SCHOOL OFFICE.

**PARENT
YAZOO CITY MUNICIPAL SCHOOL DISTRICT STUDENT
DIRECTORY INFORMATION DENIAL FORM**

Student's Name _____ School _____
Home Address _____ Home Phone _____

Parental Rights Regarding Student Directory Information

The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's education records, including directory information. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

Unless the parent or guardian notifies the Yazoo City Municipal School District otherwise within five days after notification by receipt of the Handbook and Code of Conduct for Students and Parents, consent is implied for the Yazoo City Municipal School District to release directory information. Implied consent includes the release of student directory information, or for non-directory information such as student work, for use in the following ways:

- I. On the Yazoo City Municipal School District's web site
 - The web site will use the student's full name. Personal information such as home address, phone number, or names of family members will not be used. Any information that indicates the physical location of a student at a given time other than attendance at a particular school or participation in school activities will not be used.
 - Schoolwork may include, but is not limited to, art, written papers, class projects, and computer projects.
2. In material printed by the school or the Yazoo City Municipal School District or printer by publishers outside the Yazoo City Municipal School District
 - Printed material may include a child's full name.
 - Printed material may include, but is not limited to, school directories, yearbooks, programs, brochures, newspaper articles, and print advertisements.
3. In videos produced and broadcasted by the Yazoo City Municipal School District or produced and broadcast by news organizations and others who receive approval from the Yazoo City Municipal School District.

This Student Directory Information Denial Form is available from each school's office or from the Parents' Page or the Publications' Page of the Yazoo City Municipal School District's web site at <http://www.yazoocity.k12.ms.us>

I deny permission for directory information on my child to be published by the Yazoo City Municipal School District or to be released to any other publisher outside the Yazoo City Municipal School District.

Printed Parent/Guardian's Name

Signature

Date

THIS SIGNED FORM SHOULD BE KEPT ON FILE IN THE SCHOOL OFFICE

I have read the Yazoo City Municipal School District Internet Safety and Appropriate Use Agreement. I understand and will abide by the terms and conditions as stated. I understand that some Internet violations are unethical and may constitute a criminal offense resulting in legal action. I understand that access to the internet will be supervised by Yazoo City Municipal School District personnel and that provisions of the agreement will be reviewed with students. I further understand that the Yazoo City Municipal School District is not responsible for the actions of individual users or the information they may access. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Student Signature

Date

Parent Signature

Date

Yazoo City Municipal School District

IFBED

Internet Appropriate Use Policy

April 18, 2002

Internet Safety Policy

Revised: June 14, 2012

The Yazoo City Municipal 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.

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). 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.

Introduction

It is the policy of Yazoo City Municipal School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

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.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Yazoo City Municipal School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the Yazoo City Municipal School District's staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of The Technology Director or designated representatives. The Yazoo City Municipal School District or designated representatives will provide age-appropriate training for students who use the Yazoo City Municipal School District Internet facilities. The training provided will be designed to promote the Yazoo City Municipal School District's commitment to:

- I. The standards and acceptable use of Internet services as set forth in the Yazoo City Municipal School District's Internet Safety Policy;
- II. Student safety with regard to:
 - a. safety on the Internet;
 - b. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - c. Cyber bullying awareness and response.
- III. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

Yazoo City Municipal School District Internet Terms and Conditions of Use

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 Yazoo City Municipal 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) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Personal Safety

1. 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,
2. User will immediately report to Yazoo City Municipal School District authorities any attempt by other Internet users to engage in inappropriate conversations or personal contact.

Illegal Activity

1. 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 Yazoo City Municipal School District laws, policies or regulations.
2. 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.
3. 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.
4. User shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.
5. User shall not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive.
6. User shall not access, transmit or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
7. User shall not access, transmit or retransmit information that harasses another person or causes distress to another person (Cyber bullying).

System Resource Limits

1. User shall only use the Yazoo City Municipal School District system for educational and career development activities and limited, high quality self-discovery activities as approved by Yazoo City Municipal School District faculty.
2. 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.
3. User agrees not to post chain letters or engage in "spamming" (that is, sending an annoying or unnecessary message

to large numbers of people).

4. 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.

User Rights

1. The Internet is considered a limited forum, similar to a school newspaper, and therefore the Yazoo City Municipal School District may restrict user's right to free speech for valid educational reasons. Yazoo City Municipal School District will not restrict user's right to free speech on the basis of disagreement with the opinions expressed by user.
2. 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.
3. 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 times. 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.
4. Yazoo City School Municipal District will fully cooperate with local, state or federal officials in any investigation related to illegal activities conducted through the user's Internet account.

Individual schools within the district may create additional guidelines and procedures consistent with this policy. Such guidelines and procedures will be appropriate for the electronic information resources being used and the students served at the school. Use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The principal or his designee may deny, revoke, or suspend user privileges to any user determined to be using the system in an inappropriate manner. The decision of the principal will be final.

Consequences for Failure to Follow Terms and Conditions of Internet Use Policy

There will be consequences for any user who fails to follow Yazoo City Municipal School District school guidelines and policies. The consequences may include paying for damages, denial of access to technology, detention, suspension, expulsion or other remedies applicable under the school disciplinary policy, and state or federal law. At the discretion of Yazoo City Municipal School District, law enforcement authorities may be involved and any violations of state and or federal law may result in criminal or civil prosecution.

Adoption

This Internet Appropriate Use/Internet Safety Policy was adopted by the Board of Trustees of the Yazoo City Municipal School District at a public meeting, following normal public notice, on June 14, 2012.