

Picayune School District

2025 – 2026

Elementary Handbook



Board Approved: April 29, 2025

ELEMENTARY SCHOOL DRESS CODE

The Picayune School District Board of Trustees has defined the minimum standards of dress and grooming which will be acceptable for participants in the school district. The following is a description of the clothing students shall wear while attending school at a Picayune Elementary School. An effort has been made to be as specific as possible about acceptable style and colors. When purchasing your child's clothing for school you are encouraged to purchase within the guidelines listed below. If you have questions about a certain style of clothing, you are encouraged to contact the administrator of your child's school for clarification prior to the purchase of clothing.

Students attending Picayune Schools will be required to adhere to the uniform dress code regulations.

	ALLOWED	COMMENTS
PANTS, SHORTS, SKIRTS, & JUMPERS		
UNIFORM COLORS	Navy, Khaki, Gray, & Maroon	<ul style="list-style-type: none"> All pants and shorts must be hemmed Skirts, shorts, & jumpers must extend beyond fingertip length No sagging pants No leggings, jeggins, yoga pants, or patterned legging under shorts or skirts Tights must be approved solid colors
UNIFORM FABRIC	100% cotton/chino, cotton blend, & Dri-Fit Fabric	<ul style="list-style-type: none"> No tight fitting or over-sized bottoms No sweatpants, leggings, jeggins or yoga pants No stretch fabric will be allowed, even those with pockets Dri-Fit material joggers are allowed
SHIRTS & SWEATSHIRTS		
Polo Style	Solid Colors: maroon, white, gray, & black	<ul style="list-style-type: none"> No tight fitting or over-sized shirts . 3 Buttons with a collar
T-SHIRTS Short or long sleeve	Solid colors: maroon, white, gray, or black Maroon, white, gray, or black only with Picayune School District, or attending Elementary Logo and color.	<ul style="list-style-type: none"> No tight fitting or over-sized shirts Nicholson-Light Blue Roseland Park-Red West Side-Green South Side Lower-Navy Blue South Side Upper -Navy Blue

SWEATSHIRTS	<p>Solid color: maroon, white, gray, or black</p> <p>Maroon, white, gray, or black only with Picayune School District, or attending Elementary Logo and color.</p>	<ul style="list-style-type: none"> • No tight fitting or over-sized shirts . • ½ zip hoodies are considered sweatshirts NOT jackets and must follow same sweatshirt guidelines. • No hoods worn inside the building
JACKETS	Any color	<ul style="list-style-type: none"> • A uniform must be worn under a jacket • Outerwear zips all the way from bottom to top • No inappropriate pictures, words, or logos
SOCKS	Socks must be worn	<ul style="list-style-type: none"> • No inappropriate pictures, words, or logos • Socks must be mid calf or below
SHOES	Closed toe and Closed Heel	<ul style="list-style-type: none"> • Flip-Flops, sandals, jellies, shoe skates, slippers, slides, or Crocs are NOT allowed • Platform shoes are not safe for Elementary Students.
HAIR	Natural hair color	<ul style="list-style-type: none"> • Hair color and make-up must NOT distract the learning environment • Combs, picks, rollers, curlers, or other grooming instruments in the hair are NOT allowed • Clip-on accessories or false hair (to include feathers) are NOT allowed • Bandanas of any color must NOT be worn and are NOT allowed on campus. • Caps, Do-rags, bonnets, hats, and beanies are NOT allowed
JEWELRY	2 earrings in each ear only	<ul style="list-style-type: none"> • Earrings may be no larger than a quarter • Nose rings are not allowed • Fingernails must be kept to an appropriate length-No press on or acrylic nails.

PICAYUNE SCHOOL DISTRICT

706 Goodyear Blvd.
Picayune, MS 39466
Phone: 601-798-3230
Fax: 601-798-1742
Superintendent: Dean Shaw
Assistant Superintendent: Walt Esslinger
Finance Director: Lisa Persick
Federal Programs: Kimberly Massengale
Curriculum Director: Debbie Smith
Support Services Director: Diane Wise

PICAYUNE MEMORIAL HIGH SCHOOL

800 Fifth Avenue
Phone: 601-798-1380
Fax: 601-799-4705
Principal: Kristi Mitchell
Asst. Principals: Toni Tucei and Adam Feeley

PICAYUNE JR. HIGH SCHOOL

702 Goodyear Blvd.
Phone: 601-798-5449
Fax: 601-799-4715
Principal: Daphnie Beebe
Asst. Principal: Renee Johns

CAREER & TECHNOLOGY CENTER

600 Goodyear Blvd.
Phone: 601-798-7601
Fax: 601-799-4711
Director: Jill Smith

CENTER FOR ALTERNATIVE EDUCATION

900 East Third Street
Phone: 601-799-0684
Fax: 601-799-0325
Director: Harl Penton

NICHOLSON ELEMENTARY SCHOOL

1887 Hwy 11, South, Picayune, MS
Phone: 601-798-6309
Fax: 601-798-1558
Principal: Lisa Howie
Asst. Principal: Deidra Thompson

ROSELAND PARK ELEMENTARY SCHOOL

1610 Gilcrease Avenue
Phone: 601-798-6824
Fax: 601-798-1894
Principal: Raegan Sampey
Asst. Principal: Chris Wilder

SOUTH SIDE LOWER ELEMENTARY SCHOOL

400 South Beech Street
Phone: 601-799-0683
Fax: 601-798-6371
Principal: Dr. Jeremy Williams

SOUTH SIDE ELEMENTARY SCHOOL

1500 Rosa Street
Phone: 601-798-1105
Fax: 601-798-6032
Principal: Tarva Cook

WEST SIDE ELEMENTARY SCHOOL

111 Kirkwood Street
Phone: 601-798-3625
Fax: 601-798-1879
Principal: Kim Hart
Asst. Principal: Erin Stockstill

EARLY HEAD START – 1620 Rosa Street

NICHOLSON EARLY HEAD START – 1865 Highway 11, South
Mail: P.O. Box 1258
Phone: 601-799-4702 --- Fax: 601-799-5448
Director: Dr. Pamela Thomas

EXCEPTIONAL EDUCATION

622 Goodyear Blvd.
Phone: 601-798-4555
Fax: 601-798-1346
Director: Dr. Brannon Johnson

FOOD SERVICES

300 Fifth Street
Phone: 601-798-6711
Fax: 601-749-3085
Director: Michael Binney

MAINTENANCE

300 Fifth Street
Phone: 601-798-2540
Fax: 601-749-8057
Director: Dave Barrows

PARENTING CENTER

Counselor/Nurse/Social Workers
505 Laurel Street
Phone: 601-749-3083
Fax: 601-798-2508

TRANSPORTATION

1925 Palestine Road
Phone: 601-798-7760
Fax: 601-749-7997
Director: Betty Jo Peterson

TABLE OF CONTENTS

Accident Insurance	26
Adult Abuse/Assault on Staff.....	20
Adult Lunch/Breakfast	29
Afternoon Dismissal.....	8
Attendance Policy	31
Behavior.....	7
Bicycles	22
Bus Discipline.....	21
Bus Rules.....	20
Change of Address.....	7
Child Find	17
Code of Law	27
Community Eligibility Option.....	29
Cyber-Bullying.....	14
Damages to School Property	26
Disciplinary Conferences	10
Diseases	25
Early Arrival.....	7
Early Dismissal	7
Education of Homeless Children and Youth	2
Enrollment Requirements	1
Equal Educational Opportunity	34
Field Trips	27
Flags.....	28
Gifted.....	24
Grading System.....	23
Guardianship	2
Habitually Disruptive Students	8
Health Program.....	25
Homework	22
Internet Appropriate Use Policy	38
Intervention – Board Policy JQQQ.....	18
Lunch/Breakfast (Community Eligibility Option)	29
Mississippi Literacy Based Promotion Act	44
Parent Conference.....	24
Parties.....	27
Parental Involvement	35
Progress Reports.....	24
Promotion and Retention	24
Required Number of Minutes in Order to Be Counted Present	34
Residency.....	1
Security	26
Student Complaints of Bullying or Harassing Behavior	11
Student Conduct-Safety-Weapons-Alcohol-Drugs-Electronic Devices-Faculty Response	13
Student Medical Care	25
Student Recognition	17
Telephone.....	28
Textbooks	27
Toys & Personal Belongings.....	28
Trading/Exchanging/Selling	28
Transportation Changes	22
Visitors.....	28

PICAYUNE SCHOOL DISTRICT

Board of Trustees

Jake SmithChairperson
Josh Robertson.....Vice Chairman
Jan SweetSecretary
Jerel Myers..... Second Secretary
Vacant Member

Central Office Administration

Mr. Dean ShawSuperintendent
Mr. Walt Esslinger..... Assistant Superintendent
Mrs. Kimberly Massengale.....Federal Programs
Mrs. Debbie Smith.....Curriculum Director
Dr. Brannon Johnson..... Director of Exceptional Education
Mrs. Lisa Persick..... Director of Finance
Mrs. Diane Wise.....Support Services Director

Important Telephone Numbers

Superintendent601-798-3230
Assistant Superintendent.....601-798-3230
Elementary Counselor/Parenting Center.....601-749-3083
Transportation601-798-7760
Food Service Director.....601-798-6711
Nursing Director.....601-749-3083
Exceptional Education.....601-798-4555

ENROLLMENT REQUIREMENTS

In order to enroll in Kindergarten, a student must be five (5) years old on or before September 1. In order to enroll in first grade, a student must be six (6) years old on or before September 1.

The following documents are required at the time of registration.

Certificate of Immunization Compliance (Form 121)

This form may be obtained from a physician or the Pearl River County Health Department, 7547 Highway 11 North, Carriere, Mississippi. The completed form indicates compliance with immunization and vaccination requirements. **Beginning 2012-2013 school year all students entering, advancing to 7th grade, transferring into 7th grade will need proof of an adolescent whooping cough (pertussis) booster, Tdap immunization, before entry into school. Tdap vaccine given on or after the 7th birthday meets the new school requirement.** The original Certificate of Immunization Compliance (Form 121) must be filed permanently in the student's cumulative folder.

Certified Birth Certificate

A school official will make a copy of the original Certified Birth Certificate which will be place in the student's cumulative folder.

Proof of Residence

As a result of the Residency Verification Procedure adopted by the Mississippi Board of Education (1990), each parent or legal guardian with whom a student lives **must provide proofs of residency** to the school administrator. **Your child may not attend school until your residence has been verified.** Should the school district receive a complaint regarding the residence of the student, we may take further steps to verify your residence including, but not limited to, follow-up visits to the residents' address by school officials or the school attendance officer.

Copies of two (2) of the following items of verification are required to prove residency. These items must include parent/guardian first and last name, full physical address (no PO Box) and current date. Utility bills must be dated within the last 30 days. Parent/guardian must show ID and a copy made for student's folder.

1. Filed homestead exemption application form
2. Voter Identification
3. Automobile Registration (current)
4. Mortgage documentation or property deed
5. Apartment or house lease (signatures of lessee and lessor must be notarized)
6. Current utility bill (dated within 30 days and must show the service address)
7. Valid Driver's License (State ID is for identification only. **NOT** accepted as residency)
8. Other items approved by school district administration (regular mail, credit card bills, bank statements etc. are **NOT** proofs of residency)

GUARDIANSHIP OF STUDENTS

An adult, other than the parent or legal guardian, who attempts to enroll a student in school must present court ordered guardianship documentation or Child Protective Services placement documentation and will be sent to the Office of the Superintendent for determination that the documentation meets the appropriate guidelines. Copies of the court papers will become part of the student's permanent record when the student enrolls.

ENROLLMENT OF TRANSFER STUDENTS FROM OUT-OF-STATE

SCHOOLS OR NON-ACCREDITED SCHOOLS

Transfer students who have previously attended an out-of-state school or a non-accredited school are required by State law to be tested on a standardized achievement test or an appropriate teacher-made test. The test results will be used by the school principal in determining grade level placement. After the beginning of the school year, students may enroll anytime between 9:00 A.M. and 2:00 P.M.

BOARD POLICY JAAA – TITLE III, PART A, ENGLISH LANGUAGE

LEARNERS

The Picayune School District will not deny enrollment or educational services to any student on the basis of immigrant status and/or English-speaking status. (Plyler v. Doe, 1982)

BOARD POLICY JQP – EDUCATION OF HOMELESS CHILDREN AND YOUTH

It shall be the policy of the Picayune School District to comply with all admission policies as authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et.seq.) (McKinney-Vento Act) as authorized by the No Child Left Behind Act of 2001.

Any homeless child or youth seeking admission or enrollment in the Picayune School District will be afforded every appropriate educational accommodation, free transportation and social services. Every effort will be made to determine each homeless child's best interest and placement educationally, including locating and talking to parents, investigating the causes of homelessness, consulting with other agencies involved, reviewing previous educational records, and testing for specific needs and placement.

The McKinney-Vento Act provides specific rights for homeless students. These rights include waiving certain requirements, such as proof of residency, when students are enrolling and allowing categorical eligibility for certain services, such as free lunch. The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the district school in the attendance area in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest.

Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the district's liaison for homeless students. If this is not feasible and the child must attend a school other than the school of origin, the

district will coordinate with the other LEA to determine the best interest of the student. Parents will receive written explanation of the decision and notification of their right to appeal.

The Act also states:

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

FOSTER CARE

The Every Student Succeeds Act amended Section 725 of the McKinney-Vento Homeless Assistance Act, removing children “awaiting foster care placement” from the definition of “homeless children and youth” for purposes of the Education for Homeless Children and Youth program.

The Picayune School District will ensure that children in foster care remain in their schools of origin unless it is determined to be in the student’s best interest to change schools. Should a school transfer become necessary, the district will coordinate with the receiving school to ensure enrollment without delay.

The Every Student Succeeds Act emphasizes the importance of limiting educational disruption of children placed in foster care who move due to entering care or changing placements by mandating that the child remain in their schools of origin unless it is determined by the LEA and state child welfare agency that changing schools is in the child’s best interest. Mississippi’s state child welfare agency is the Mississippi Department of Child Protection Services (MDCPS).

In coordination with MDCPS, Picayune School District will ensure the following Title I educational requirements for children in foster care are met:

- A child in foster care remains in his or her school of origin unless the LEA and MDCPS determine that remaining in the school of origin is not in that child's best interest;
- If the LEA and MDCPS determine it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school, even if the child is unable to produce records normally required for enrollment; and,
- The new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records.

The Director of Federal Programs for the Picayune School District is designated as the local liaison for homeless children and youth.

The local liaison will be the primary contact between homeless families and school staff, district personnel, shelter workers, and other service providers. The local liaison will coordinate services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically.

LEGAL REFERENCE: Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et.seq.), (McKinney-Vento Act) as authorized by the No Child Left Behind Act of 2001)

PICAYUNE SCHOOL DISTRICT

Homeless Dispute Resolution Process Form

School Name: _____

School Address: _____

Phone: _____ Fax: _____

Student's Name: _____ Grade: _____ MSIS ID #: _____

Parent/Guardian/Complaining Party's Name: _____

Current Address: _____ Phone: _____

Please note: Information regarding student's address, phone number, and cumulative school record can only be released to parent/guardian, the student, or to a person specifically designated as a representative of the parent/guardian.

Lives in a Shelter _____ Yes _____ No

Name of school that parent chooses child to be immediately enrolled in and/or transported to/from until the dispute is resolved:

Is this the school of origin? _____ Yes _____ No

**School of origin means the school that the child attended when permanently housed or the school in which the child was last enrolled.*

If no, from which school was the student transferred? _____

Complaint: _____

Signature of parent/guardian/complaining party:

Date: _____

La ESCUELA INSIGNIFICANTE DISTRITO
Forma sin hogar de Proceso de Resolucion de Disputa

Eduque Nombre: _____

Eduque Direccion: _____

Phone: _____ Fax: _____

El Nombre del estudiante: _____

Grade: _____ MSIS Identification #: _____

Crie/guardian/quejandose el Nombre del Partido: _____

La relacion: _____ Guardian _____ del Padre _____ Juventud _____ no Acompañada Otro

La Direccion actual: _____

Telefono: _____

Favor de notar: La informacion con respecto a la direccion de estudiante, el numero de telefono y registro cumulative de escuela solo puede ser soltado a criar/guardian, el estudiante, o a una persona design especificamente como un representante del padre/guardian.

Vive es un Refugio _____ Si _____ No

El nombre de la escuela que cria escoge nino para ser matriculado inmediatamente en y/o a/de transportado hasta que la disputa sea resuelta:

Es esto la escuela de origen? _____ Si _____ no *la Escuela de Origen significa la escuela que el nino asistio cuando permanentemente albergo o la escuela en la que el nino ultimo fue matriculado.

Si no, de cual escuela fue transferido el estudiante? _____

Reclamo:

La firma de padre/guardian/quejandose el partido: _____

La fecha: _____

Las Acciones del director en el Reclamo:

¿Due resuelta la disputa? _____ Si _____ no

La explicacion:

El Distrito de la firma Enlace sin hogar: _____

La fecha: _____

CHANGE OF ADDRESS

For each child's safety, we must have accurate, current information at all times. PARENTS ARE EXPECTED TO NOTIFY THE OFFICE OF ANY ADDRESS OR TELEPHONE NUMBER CHANGE. We cannot stress enough the importance of a telephone number where parents can be reached during the day.

EARLY ARRIVAL

No student should arrive at school before duty personnel are present for safety reasons...there will be no teacher on duty prior to 7:30 A.M. to supervise students. When students arrive at school they must go directly to their designated place. Parents or guardians of students who arrive earlier than 7:30 A.M. will be notified of the problem.

EARLY DISMISSAL

Due to the safety of all students and interruption of instructional time, early dismissal of students is discouraged. Parents are urged to leave their children in school all day. However, if a child/children need to be dismissed early, the parent/legal guardian must send a note to the homeroom teacher stating the time and the reason for early dismissal. Students may not be checked out after 2:15 in order to load buses and maintain safety during dismissal.

All children must be signed out in the office by someone designated on the enrollment card. Please be certain to list all of the individuals who have permission to pick up your child/children from school.

AFTERNOON DISMISSAL

Students must be picked up from school at afternoon dismissal in a timely manner. Parents/guardians of students who are not picked up on time will be notified of the problem.

STUDENT BEHAVIOR

Each classroom teacher has a set of rules and consequences for his/her classroom. At the discretion of the school administrator, consequences for unacceptable behavior may include:

1. in-school detention (ISD), or
2. out-of-school suspension, (OSS) or
3. after school detention

School Board Policy states that the following behaviors are so unacceptable that they will not be tolerated, and students guilty of such infractions shall be placed on the SEVERE BEHAVIOR status/level. The ultimate consequence may be suspension (the number of days to be decided by the school administration) or expulsion.

- A. Fighting – on the bus, on the way to/from school, at after-school functions; anywhere in the school, or on the school grounds.
- B. Profane Language, Obscene Gestures/Actions, Sexual Gestures/Actions/Language.
- C. Destruction of Property – Anything that is public property, or that is property of someone else.

- D. Stealing – Taking anything that belongs to someone else.
- E. Possession of Weapons or any other object that can harm others, or is classified as a weapon.
- F. Deliberate Acts that harm others in any way.
- G. Violence – toward teachers/adult staff/others.
- H. Sale/Distribution/Possession/Use of Tobacco, Narcotics, Alcohol.
- I. Continued defiance/disobedience/disrespect of instructional staff.
- J. Harassment/Intimidation – in any form of other students or teachers.
- K. Gang related activity in any form.

HABITUALLY DISRUPTIVE STUDENTS

1. (a) The term “disruptive behavior” means conduct of a student that is so unruly, disruptive or abusive that it seriously interferes with a school teacher’s or school administrator’s ability to communicate with the students in a classroom, with a student’s ability to learn, or with the operation of a school or school-related activity, and which is not covered by other laws related to violence or possession of weapons or controlled substances on school property, school vehicles or at school-related activities. Such behaviors include, but are not limited to: foul, profane, obscene, threatening, defiant or abusive language or action toward teachers or other school employees: defiance, ridicule or verbal attack of a teacher; and willful, deliberate and overt acts of disobedience of the directions of a teacher; and (b) The term “habitually disruptive” refers to such actions of a student which cause disruption in a classroom on school property or vehicles or at a school-related activity on more than two (2) occasions during a school year, and to disruptive behavior that was initiated, willful and overt on the part of the student and which required the attention of school personnel to deal with the disruption.

However, no student shall be considered to be habitually disruptive before the development and implementation of a behavior modification plan for the student in accordance with the code of student conduct and discipline plans of the school district.

2. Every behavior modification plan written in terms of “habitually disruptive” must be developed by utilizing evidence-based practices and positive behavioral intervention supports. The plan must be implemented no later than two (2) weeks after the occurrence of the disruptive behavior.
3. Any student who is thirteen (13) years of age or older for whom a behavior modification plan is developed by the school principal, reporting teacher and student’s parent/legal guardian and which student does not comply with the plan shall be deemed habitually disruptive and subject to automatic expulsion on the occurrence of the third act of disruptive behavior during a school year.

After the second act of disruptive behavior during a school year, a psychological evaluation shall be performed upon the child.

4. The Picayune School District Board of Trustees recognizes the teacher as the authority in classroom matters and supports the teacher in any decision in compliance with the written discipline code of conduct. Such recognition includes the right of the teacher to remove from the classroom any student who, in the professional judgment of the teacher, is disrupting the learning environment, be sent to the office of the principal or assistant principal. The principal or assistant principal shall determine the proper placement for the student, who may not be returned to the classroom until a conference of some kind has been held with the parent, guardian, or custodian during which the disruptive behavior is discussed and agreements are reached that no further disruption will be tolerated. If the principal does not approve of the determination of the teacher to remove the student from the classroom, the student may not be removed from the classroom, and the principal, upon request from the teacher, must provide justification for his disapproval.
5. Procedures for the development of behavior modification plans shall be specified in student handbooks, reviewed and approved annually by the Picayune School District Board of Trustees. Procedures must include evidence-based practices and positive behavior intervention supports.
6. A copy of the school district's discipline plan shall be distributed to each student enrolled in the district, and the parents, guardian or custodian of such student shall sign a statement verifying that they have been given notice of the discipline policies of the Picayune School District. The school board shall have its official discipline and code of student conduct legally audited on an annual basis to insure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions. As part of the first legal audit occurring after

July 1, 2001, the provision of this Section §37-11-53 and Section 6 of Senate Bill No. 2239, 2001 Regular Session, shall be fully incorporated into the school district's plan and code of student conduct.

2. All discipline plans of the Picayune School District shall include, but not be limited to, the following:
 - a. A parent, guardian or custodian of a compulsory-school age child enrolled in the Picayune School District shall be responsible for his/her minor child's destructive acts against school property or persons;
 - b. A parent, guardian or custodian of a compulsory-school age child enrolled in the Picayune School District may be requested to appear at school by the school attendance officer or an appropriate school official for a conference regarding acts of the child specified in paragraph (a) of this subsection, or for any other discipline conference regarding the acts of the child.
 - c. Any parent, guardian or custodian of a compulsory-school-age child enrolled in the Picayune School District who refuses or willfully fails to attend such discipline conference specified in paragraph (b) of this section may be summoned by proper notification by the Superintendent or the school attendance officer and be required to attend such discipline conference.

- d. A parent, guardian or custodian of a compulsory-school-age child enrolled in the Picayune School District shall be responsible for any criminal fines brought against such student for unlawful activity occurring on school grounds or buses.
3. The Picayune School District shall be entitled to recover damages in an amount not to exceed Twenty Thousand Dollars (\$20,000.00), plus necessary court costs, from the parents of any minor under the age of eighteen (18) years and over the age of six (6) years, who maliciously and willfully damages or destroys property belonging to the Picayune School District. However, this section shall not apply to parents whose parental control of such child has been removed by court order or decree. The action authorized in this section shall be in addition to all other actions which the Picayune School District is entitled to maintain nothing in this section shall preclude recovery in a greater amount from the minor or from a person, including the parents, for damages to which such minor or other person would otherwise be liable.
4. The Picayune School District's discipline plan may provide that as an alternative to suspension, a student may remain in school by having the parent, guardian or custodian, with the consent of the student's teacher or teachers, attend class with the student for a period of time specifically agreed upon by the reporting teacher and school principal. If the parent, legal guardian or custodian does not agree to attend class with the student or fails to attend class with the student, the student shall be suspended in accordance with the code of student conduct and discipline policies of the Picayune School District.

Legal Reference: Senate Bill 2239, 2001 Regular Session
§37-11-53, Mississippi Code of 1972 Amended
Senate Bill 2324, 2007 Regular Session
§37-11-18.1, Mississippi Code of 1972, As Amended

DISCIPLINARY CONFERENCES

1. A parent/legal guardian of a compulsory-school-age child enrolled in the Picayune School District may be requested to appear at school by the school attendance officer or an appropriate school official for a disciplinary conference regarding acts of the student.
2. A parent/legal guardian of a compulsory-school-age child enrolled in the Picayune School District who refuses or willfully fails to attend a disciplinary conference may be summoned by the Superintendent or the school attendance officer and may be required to attend a discipline conference.
3. A parent/legal guardian of a compulsory-school-age child enrolled in the Picayune School District who refuses or willfully fails to attend a discipline conference shall be guilty of a misdemeanor and, upon conviction, shall be fined not to exceed Two Hundred Fifty Dollars (\$250.00).

Legal Reference §37-11-53, Mississippi Code of 1972, As Amended, Senate Bill 2239, 2001 Regular Session

STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR

Procedures for Compliance with Board Policy JCDD – STUDENT BULLYING

The Picayune School District does not condone and will not tolerate bullying or harassing behavior. 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/her person or damage to his/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 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 students and teacher of such class as a whole.

The Picayune School District will make every reasonable effort to ensure that no student or school employee is subjected to bullying or harassing behavior by other school employees or students. Likewise, the Picayune School District will make every reasonable effort to ensure that no person engages in any act of reprisal or retaliation against a victim, witness, or a person with reliable information about an act of bullying or harassing behavior. The Picayune School District encourages anyone who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior to report the incident to the appropriate school official.

Conduct is considered bullying if that conduct interferes with a student's education or substantially disrupts the operation of a school.

The Picayune School District Board of Trustees directs the Superintendent or his/her designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors. The procedures will address such behavior, that:

- (a) Prohibit the bullying of a student;
- (b) Prohibit retaliation against any person, including a victim, a witness, or another person who in good faith provides information concerning an incident of bullying;
- (c) Establish a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
- (d) Establish the actions a student should take to obtain assistance and intervention in response to bullying;
- (e) Set out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
- (f) Establish procedures for reporting an incident of bullying, investigating a reported incident of

- bullying and determining whether the reported incident of bullying occurred;
- (g) Prohibit the imposition of a disciplinary measure on a student, who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
- (h) Require that discipline for the bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 USCS Section 1400 et.seq.).

The procedures should be appropriately placed in Picayune School District personnel policy handbooks that include discipline policies and procedures, and any other policy or procedures that deal with student or employee behavior. The discipline policies and procedures must recognize the fundamental right of every student to take "reasonable actions" as may be necessary to defend himself/herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing.

The procedure for reporting bullying must be posted on the district's Internet website. Furthermore, the Picayune School District defines "reasonable action" as promptly reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior.

LEGAL REFERENCE: Senate Bill 2015, MS Code as Amended, §37-7-301(e)
House Bill No. 263, Regular Session 2017

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 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 of and date of the misconduct, the name(s) of the victim(s) of the misconduct, the name(s) of any witness(es) and any other information that would assist in the investigation of the complaint. The report shall be given promptly to the Principal or Superintendent who shall institute an immediate investigation. Complaints against the Principal shall be made to the Superintendent and complaints against the Superintendent shall be made to the Chairperson of the Board of Trustees.

The complaint shall be investigated promptly. Parents/legal guardians will be notified of the nature of any complaint involving their student. The Picayune School 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 Picayune School District. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be placed in writing. The Picayune School District official conducting the investigation shall notify the victim and parents/legal guardians 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 Picayune School 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(s) and other affected parties as deemed necessary to discuss the appeal. The Superintendent shall provide a written decision of 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 of Trustees. Such appeal shall be filed within ten (10) working days after receipt of the decision of the Superintendent. The Board of Trustees shall, within twenty (20) working days, allow the victim(s) and parents/legal guardians as appropriate to appear before the Board of Trustees to present reasons for dissatisfaction with the decision of the Superintendent. The Board of Trustees shall provide a written decision within ten (10) working days following the victim'(s) appearance before the Board of Trustees.

STUDENT CONDUCT – SAFETY – WEAPONS – ALCOHOL – DRUGS – ELECTRONIC DEVICES – CYBER-BULLYING - FACULTY RESPONSES

District policies governing student conduct are adopted by the Board of Trustees and published annually in student handbooks as official policy statements of the Picayune School District.

Although student conduct in the Picayune School District is considered in most cases to be exemplary and situations have not arisen to cause undue concern for student welfare and safety, the schools are required to establish policies and procedures that detail expectations of students and outline consequences of student misbehavior. The publication of these policies and procedures in student handbooks will help to assure that there is a clear understanding among students and parents concerning matters covered in the handbooks under Student Welfare.

The Board of Trustees wishes to establish an educational climate in which student behavior is at all times exemplary and in which the important processes of education can best be carried out. Recognizing the need to support the professional personnel of the schools in their instructional and supervisory duties, the Board of Trustees encourages the development of harmonious and cooperative relationships between the students and faculty members based on mutual respect and understanding.

Significant interruptions of the educational process resulting from overt disrespect shown by students to faculty members, obstreperous (unruly) student behavior, and vulgar or otherwise discourteous actions will not be permitted.

A student must obey any and all instruction of the faculty and administrators, in the absence of parental instructions to the contrary. If a student refuses to obey instructions because of contrary parent instructions, he/she may be suspended from school until a conference between the principal of the school and the student's parents can be arranged. In cases of emergency, the principal, or his/her absence, the official then in charge of the school may so inform the student and require his/her immediate cooperation.

Disciplinary Action

Disciplinary action which may result in in-school suspension, suspension, or expulsion will be taken as a result of the following misbehavior: (1) refusal to follow instructions from faculty members; (2) profane language; (3) failing to identify oneself when asked to do so by a member of the faculty; (4) insolent, contemptuous, or belligerent remarks; (5) disruptive behavior; (6) and other just causes.

Weapons

Any student who uses or threatens to use any object, regardless of its original purpose, for a weapon while he/she is in school, or on school property, at a school function or activity, on the school bus, on the way to and from school or any school function or activity will immediately be suspended and recommended for expulsion. Examples of such weapons include, but are not limited to, knife, billy club, brass knuckles, ammunition, throwing stars, pipe club, brick, bat, chain, razors, box cutters, etc. Possession by a student of any object, regardless of its original purpose, that may be considered a weapon while he/she is in school, on school property, at a school function or activity, on the school bus, on the way to and from school or any school function or activity shall be considered in violation of this policy. Suspension and/or other recommendations for expulsion for violation of this section of the policy shall be directed by the principal, who shall deal with each individual case based on the circumstances.

Drugs/Alcohol

No pupil attending any school in the Picayune School District shall be permitted to use or to carry upon his/her person or in any other manner or to consume and/or be under the influence of or to have in his/her possession in any way alcoholic beverages, medication, morphine, marijuana, cocaine, opium, heroin, or any other narcotic drug, barbiturate, substance, ingredient, or compound which when taken orally, intravenously, inhaled or in any other matter, may cause the person to be under the influence of any of the same at any school in the Picayune School District. This also includes any vaping device. The provisions of this policy shall not apply to any pupil who is under the care of a licensed physician and who is taking medication prescribed which is under the supervision and direction of such physician. All medication required to be taken at school must be reported to the school nurse.

Electronic Devices

No pupil attending any elementary school in the Picayune School District shall be permitted to use or to carry upon his/her person or in any other manner such items as beepers, cell phones, MP3 players, CD players, smart watches, electronic notebooks, radios, or other electronic devices that are not used in the instructional program.

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

Students will be assigned a discipline referral for violating this policy. If a student is caught with an electronic device it will be taken away and parent/guardian will be notified to pick it up in the office.

The Picayune School District will not be responsible for any items confiscated.

Cyber-bullying

Cyber-bullying is a way to harass, threaten or intimidate another individual by using the internet, cell phone (with pictures), or other wireless devices. Bullying can be both physical and verbal. It may

include the use of instant messaging, email or chat rooms. Any student who violates our bullying policy could be suspended or expelled.

Faculty Responses Required in Relation to Suspected Alcohol/Drug Possession or Use

I. Suspected Drug Use

- A. Initial teacher response to suspected drug use should be a close observation of the student's behavior for specific actions or conditions which MAY indicate drug use. The following may or may not indicate drug use:
 - 1. red-rimmed, watery eyes
 - 2. dizziness
 - 3. slurred speech
 - 4. uncoordinated gait
 - 5. change in normal breathing rate
 - 6. perspiration
 - 7. other symptoms
- B. If the student's behavior appears to warrant investigation because of suspected drug use, the teacher shall contact the building administrator immediately.
- C. The teacher must avoid any open confrontation with or open embarrassment of the student.
- D. Each student must be dealt with on an individual and completely private basis.
- E. Faculty members shall refrain from public or private discussions with individuals not officially concerned with the problem regarding suspected cases of drug use.

II. Suspected Alcohol Use

- A. Initial teacher response to suspected alcohol use should be a close observation of the student's behavior for specific actions or conditions which MAY indicate alcohol use. The following may or may not indicate alcohol use:
 - 1. flushed face
 - 2. talkative behavior
 - 3. animated actions – early stages
 - 4. drowsiness – later stages
 - 5. abusive language and/or actions
- B. If the student's behavior appears to warrant investigation because of suspected alcohol possession or use, the teacher shall contact the building administrator immediately.
- C. The teacher must avoid any open confrontation with or open embarrassment of the student.
- D. Each student must be dealt with on an individual and completely private basis.
- E. Faculty members shall refrain from public or private discussions with individuals not officially concerned with the problem regarding suspected alcohol use.

III. Suspected Marijuana Use

- A. Initial teacher response to suspected marijuana use should be a close observation of the student's behavior for specific actions or conditions which MAY indicate marijuana use.

The following may or may not indicate marijuana use:

1. reddened, tearing eyes
 2. slurring or slowed speech
 3. poor reasoning functions
- B. If the student's behavior appears to warrant investigation because of suspected marijuana use, the teacher shall contact the building administrator immediately.
 - C. The teacher must avoid any open confrontation with or open embarrassment of the student.
 - D. Each student must be dealt with on an individual and completely private basis.
 - E. Faculty members shall refrain from public or private discussions with individuals not officially concerned with the problem regarding suspected marijuana use.

IV. Possible Drug Overdose

- A. Initial teacher response to possible drug overdose should be to determine immediately the physical and mental condition of the student.
 1. Is he/she conscious?
 2. Is he/she capable of understanding and rationally answering questions about his/her condition?
 3. Does the student exhibit any violent tendencies?
 4. Is he/she capable of walking without assistance?
 5. What is the physical condition of the student? Vomiting? Color of skin? Temperature? Eyes? Breathing? Other conditions?
 6. Can he/she be moved to an area where the nurse may help without first calling the nurse to come to the assistance of the teacher?
- B. If the student can move with assistance or be moved without injury, he/she should be taken to the principal's office by the faculty member, who should ask that a staff member nearby help to supervise his/her class.
- C. Under no circumstances is the student to be left alone.
- D. In the principal's office, the principal or a designated staff member will see to the welfare of the student insofar as possible.
- E. The decision to contact the student's parents, family physician, and/or emergency medical personnel will be made by the principal or his/her designated assistant.

V. General Procedures

- A. In every case of suspected drug use, alcohol use, marijuana use, or overdose of drugs, the welfare of the student will be the concern of the staff.
- B. In cases concerning drug or alcohol use when the student is required to have professional assistance of any kind, the student's parents will be notified as soon as possible.
- C. Depending upon the circumstances surrounding each case, the principal may or may not contact local law enforcement officers to report suspected drug abuse.
- D. "Labeling" of students concerning possible drug use is to be avoided by every staff member.

STUDENT RECOGNITION

Students will be recognized for outstanding achievement. Students participate in and are currently recognized through the following:

District Contests	Honor Roll
Perfect Attendance	Citizenship Awards
Exemplary Attendance	Art Contests
Classroom Awards	PTO Awards
Presidential Academic Achievement Award	Choral Festivals
Presidential Academic Excellence Award	Reading Fair
Elementary District Basketball (5 th /6 th)	Science Fair
Accelerated Reader and Math	Computer Based Assessments
Junior BETA Club	

CHILD FIND

The Picayune School District will continue its efforts to search for children with disabilities, age three to twenty-one, residing within the Picayune School District. Children with disabilities, including those who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability are identified, located, and evaluated for special education and related services as defined by the Individuals with Disabilities Education Improvement Act of 2004, Part B.

LEGAL REFERENCE: Individuals with Disabilities Education Improvement Act of 2004, Part B

Notice to Parents – Confidentiality of Information

The Mississippi Department of Education and the Picayune School District are participating in an ongoing statewide effort to identify, locate, and evaluate children through the age of twenty-one (21) who have physical, mental, communicative, and/or emotional disabilities. Personal, identifiable information is maintained on children who are evaluated to determine the existence of a disability and those who have been found to have a disability. The information collected on each child is the information necessary to determine whether he/she has a disability and to develop an individualized education program. Such areas as achievement, adaptive behavior, hearing, vision, physical, emotional, social, behavioral, language/speech, and intellectual functioning will be assessed. Following written parental consent, information will be gathered from sources such as parents, agencies, employees, psychometrists, psychologists, speech/language pathologists, health-related professionals, and social workers. The information will be maintained in the agency so that it is not accessible to unauthorized persons, unless parents give their consent in writing. If the information is no longer needed, parents will be informed and given the opportunity to obtain a copy of the information before it is destroyed.
Reference Picayune School District Board Policy JQQ

Procedural Safeguards – Students with Disabilities

The Picayune School District assures that provision of the rights and the procedures provided to parents and students with disabilities as required under the Individuals with Disabilities Education Act, Part B, and the regulatory policies and procedures issued by the Mississippi Department of Education. Due

process rights are provided to students with disabilities and their parents. The Picayune School District's procedures for implementation of this policy are those contained in the State regulation issued by the Mississippi Department of Education and as adopted in Picayune School District Board Policy JRAA.

Reference Individuals with Disabilities Education Act, Part B, MS Code 1927 §37-23-137

Discipline – Students with Disabilities

Prior to taking disciplinary action against a qualified child with a disability which involves removal from Educational services totaling a cumulative ten (10) days or more in a school year, the Picayune School District will adhere to the procedural requirements of the Section 504 and IDEA Part B.

Reference Picayune School District Board Policy, JQR and JQS

BOARD POLICY JQQQ – INTERVENTION

The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Picayune School District shall follow the instructional model, which consists of three (3) tiers of instruction:

Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks

Tier 2: Focused supplemental instruction

Tier 3: Intensive interventions specifically designed to meet the individual needs of students

If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:

- a. designed to address the deficit areas;
- b. evidence based;
- c. implemented as designed by the TST;
- d. supported by data regarding the effectiveness of interventions.

Teachers should use progress monitoring information to;

- (a) Determine if students are making adequate progress
- (b) Identify soon as they begin to fall behind, and
- (c) Modify instruction early enough to ensure each and every student gains essential skills.

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instructions, and large scale assessments.

After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention(s). No later than 16

weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:

- a. performance on a reading screener approved or developed by the MDE, or
- b. locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
- c. statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.

A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

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

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

All students in Kindergarten and grades 1 through 3 shall be administered a state approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:

- a. Grades K-3: A student has failed one (1) grade;
- b. Grades 4-12: A student has failed two (2) grades;
- c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year;
- d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
- e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. 8. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above in Paragraph 7. 9.

School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school. Source: Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016)

BOARD POLICY KMAB – ADULT ABUSE OR ASSAULT ON STAFF

BOARD POLICY KMAB concerning Adult Abuse or Assault on Staff is based on House Bill 1153. This policy is as follows: “It is the policy of the Board of Trustees to encourage staff who believe they have been subjected to abuse, simple assault, or aggravated assault while performing their duties while school is in session or at a school sponsored event to file charges with the police.”

House Bill 1153 prohibits the use of profanity and physical confrontations. The Picayune School District will take appropriate action to enforce Board Policy KMAB.

Threats of violence against a student, faculty member, or staff member will be considered a very serious offense. The school will take immediate disciplinary action toward any individual who threatens students, faculty, or staff members with bodily harm. When deemed appropriate, such persons will be referred to the local law enforcement agency.

***In addition to disciplinary action, the parents or guardians will be contacted. In serious cases involving threats, the parents or guardians will be responsible for seeking outside professional counseling for their child before the child will be allowed to return to regularly scheduled classes. Documentation must be presented to the principal from a professional counselor and/or psychologist/psychiatrist that the student has participated or is participating in appropriate professional counseling.*

BUS RULES

1. The bus driver has complete authority on the bus.
2. Students who threaten or strike a bus driver may forfeit their rights and privileges to ride a bus for the remainder of the school year.
3. Students shall be ready and waiting at the designated bus stop.
4. Students are to keep hands, elbows, and head inside the bus at all times.
5. Students must remain seated unless entering or exiting the bus.
6. Students shall not fight, push, trip, or engage in any activity that may distract the driver.
7. Students shall not bring weapons or unauthorized articles on the bus.
8. Students shall not throw any articles on or off the bus.
9. Students shall not deface or destroy property on the bus.
10. Loud talking, profane language, vulgar gestures, talking back, or open defiance of the driver or transfer station duty personnel is prohibited.
11. Eating or drinking will not be allowed on the bus unless authorized by the driver.
12. Possession of tobacco, alcohol, controlled substances, or illegal drugs is prohibited.
13. Students must have written permission from the parent/guardian, approved by the principal, and presented to the bus driver before a student is allowed to get on or off the bus at a place other than the designated bus stop.
14. Students shall not commit any other acts deemed improper by the Board of Trustees or the school administration.
15. Each student will have an assigned seat.
16. Students in grades K – 3 will not be released from a bus unless a parent/guardian or responsible adult is at home.
17. Students may not be allowed to bring electronic equipment, toys, or live animals on the school bus.

BUS DISCIPLINE POLICY

The following procedures will be used for handling bus discipline problems:

Step 1: Warning sent home.

Step 2: 2-day suspension from bus travel and mandatory counseling by school administration.

Step 3: 5-day suspension from bus travel and mandatory counseling by school administration.

A student may stay on Step 3 until a Major Offense has been made. A student may be on Step 3 for several different incidents.

MAJOR:

Step 4: 10-day suspension from bus travel and warning letter sent to parents.

Step 5: Suspension from bus travel for remainder of year, but not less than 20 days, which can be carried over to the following year.

MAJOR OFFENSES:

Major offenses include, but are not limited to, the following:

1. Possession of weapons
2. Threatening or striking a bus driver
3. Under the influence/possession of drugs or alcohol
4. Fighting

CONSEQUENCES OF MAJOR OFFENSES:

1. Possession of a weapon or a pupil physically attacking a bus driver will be an automatic Step 5 punishment.
2. The minimum discipline for the other major offenses will be Step 4.
3. If the student is already on/beyond Step 4, he/she will move up to Step 5, resulting in suspension from the bus for the remainder of the school year.
4. Student will also be subject to school discipline.

The bus disciplinary policy is based on progressive discipline steps.

Unauthorized boarding of a bus may result in charges being filed against the intruder, and the student may forfeit privilege of riding bus.

If there are inter-school bus discipline problems, the schools involved will discuss the problem and be aware of the actions taken by each.

SUSPENSION FROM BUS TRAVEL WILL BE INITIATED BY THE BUS DRIVER OR DUTY PERSONNEL AT THE TRANSFER STATION. The bus driver or school administration will forward the bus conduct report to the student's home school and that administration will make contact with the student. Any questions concerning bus suspensions should be referred to the bus driver or the transportation department (601-798-7760). In the event that the discipline incident occurred at the transfer station, you may contact that administrator directly (PJHS 601-798-5449 or PMHS 601-798-1380).

TRANSPORTATION CHANGES

Please provide written notification to the school office and the teacher in advance if there is to be a change in transporting your child. **IF WRITTEN NOTIFICATION IS NOT RECEIVED by 2:00p.m., YOUR CHILD WILL FOLLOW HIS/HER ASSIGNED METHOD OF GETTING HOME.**

In order to avoid interrupting instruction and to insure the safety of your child, please make plans with your child as to how to get to and from school before leaving home in the morning.

BICYCLES

Any student who is not eligible for bus transportation may ride a bicycle to school. Procedures for the elementary schools will be published annually in the Elementary Handbook.

Students will follow the procedures listed below:

West Side Elementary School

1. Use front entrance (main) on Kirkwood Street.
2. Park bikes in bike rack in front of auditorium.
3. Enter/exit main entrance on Kirkwood Street.

South Side Elementary School

1. Enter/exit at Rosa Street sidewalk gate.
2. Park bikes in bicycle rack. Students from South Side Lower Elementary School will use this bike rack.

South Side Lower Elementary School

1. Enter/exit at Rosa Street sidewalk gate.
2. Park bikes in South Side Elementary School bike rack and walk to South Side Lower Elementary School.

Roseland Park Elementary School

1. Enter/exit through Gilcrease Avenue.
2. Park bikes in bike rack in front of school.
3. Enter/exit building through the north entrance.

Nicholson Elementary School

Bus transportation is provided for all students at Nicholson Elementary School.

HOMEWORK

Purpose of homework:

- to reinforce concepts already taught in class.
- to provide additional independent practice of concepts taught in class.
- to promote student responsibility and independence.
- to be used for extending and enriching concepts.
- to help strengthen skills.
- to promote parental awareness of school work.

Student Responsibility:

It is the responsibility of the student with regard to homework to:

- note and understand the homework assignment.
- complete homework and return it to school on the required day.
- obtain homework after an absence.
- know homework assigned and be responsible for its return to class.
- Obtain materials needed to complete homework.

BOARD POLICY IHB – HOMEWORK

Homework, at times, is desirable, and necessary in order to stimulate initiative, independence, responsibility, interest in learning, good study habits, and school enrichment experiences through related home activities.

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

- The child should have a complete understanding of each homework assignment and have sufficient instructions, examples, and background so that it will be possible for him/her to complete the assignment.
- Teachers should be aware of home environment and not make assignments that are impossible for pupils to complete.
- The total combined homework assignments from all teachers in grades K—6 should not require more than one hour for the average child to complete for any given day and should not be assigned more than four (4) days per week.
- Homework should be assigned only when it is necessary to accomplish the objectives of the course.
- Consideration should be given to the ability of the students to do the work independently and to the time and conditions required to accomplish the assigned tasks.
- Homework should be checked by the teacher and the students should be given credit for it.
- Homework assignments will not be given as punishment.
- Homework assignments should not be given over the holidays.
- Parents should be made aware of the homework policies of the school.

MODIFIED TEN (10) POINT GRADING SYSTEM

A	90—100
B	80—89
C	70—79
D	65—69
F	64 and below

PROGRESS REPORTS

Progress reports will be given to students in the middle of each nine-week grading period. The purpose of the progress report is to inform parents about the status of grades at the mid-point. Numerical grades are issued in grades K—6. Conferences should be scheduled when grades are not meeting parental expectations. Progress report grades are not report card grades.

PROMOTION & RETENTION

Promotion and retention in grades K—6 will be based on achievement in reading and/or mathematics based on College and Career Ready Standards. Promotion and retention is the decision of the principal and the teacher. Beginning with the 2018/2019 school year, if a student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

GIFTED EDUCATION

The Mississippi Gifted Education Act of 1989, as amended in 1993, mandates that each public school district within the state provide gifted education programs for intellectually gifted students in grades 2-6. The 2013 Regulations for Gifted Education Programs document defines intellectually gifted children as those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.

The purpose of Picayune School District's Gifted Program is to ensure that gifted children who demonstrate unusually high potential are identified and offered an appropriate education based upon their exceptional abilities.

The Picayune School District Gifted Education Program shall be designed to meet the individual needs of gifted children and shall consist of uniquely and qualitatively different educational experiences beyond those available in the general education setting in addition to and different from the regular program of instruction. The Picayune School District Gifted Program will challenge each intellectually gifted student to reach their full potential by offering a well-defined set of outcomes/competencies by. The Gifted educational experiences shall address asynchronous development by supporting cognitive, creative, and affective needs of each student while helping them to realize abilities and maximize potential.

PARENT CONFERENCE

Parents are encouraged to contact his/her children's teachers and to attend special meetings of parents and teachers. Parent-teacher conferences should be arranged by appointment. Conferences need to be scheduled after school or during the teacher's conference time because teachers supervise students between 7:30 A.M. – 8:00 A.M. each morning. They are unable to have a conference at this time. If you need to schedule a conference, please use Parent Square to contact the teacher.

SCHOOL HEALTH PROGRAM

The School Health Program has limited funds available to students in need of financial health assistance. If a child brings home a notice from school concerning his/her vision, teeth, or hearing, please contact school nurse by calling the school's office.

COMMUNICABLE DISEASES

The principal may require a written note from the student's family doctor or the public health department for a student returning to school after having experienced a communicable or infectious disease. The following constitutes a list of communicable diseases that children are exposed to and the length of exclusion from school as adopted by the Board of Trustees.

<u>DISEASE</u>	<u>EXCLUSION FROM SCHOOL</u>
Fever	24 hours fever free
Chicken Pox	7 days after eruption appears
German Measles	4 days after onset of rash
Red Measles	7—10 days after onset of rash
Mumps	9 days after glands swell
Hepatitis	clearance from physician
Mononucleosis	clearance from physician
Conjunctivitis (Pink Eye)	until under proper treatment
Impetigo	until under proper treatment
Pediculosis (Head Lice)	until proof of treatment or clearance from the Health Dept.
Ringworm	until under proper treatment
Scabies	until under proper treatment

STUDENT MEDICAL CARE

It shall be the policy of the Picayune School District that no school employee shall render medical care to students except for administering first aid. The student's parent or legal guardian shall be notified immediately by school authorities in the event that a student becomes ill or is injured at school or at a school-sponsored activity.

In the event that a student becomes seriously ill or receives an injury and the parent or legal guardian cannot be contacted, school authorities shall seek immediate professional medical care for the ill or injured student; however, such medical treatment shall be at the expense of the parent or legal guardian.

STUDENT MEDICATION/SELF-MEDICATION

- Because of the hazards and unpredictability often associated with certain types of medications, parents are highly encouraged to work with the family physician to avoid the necessity of their student(s) to take medications during the school day.
- In the event of any serious or extended illness, parents are encouraged to come on site (check in at the office) and administer their child's medication(s) personally.

- Only designated school employees will store and allow students to take prescription medications on campus and written parental permission will be required by the office. Prescription medications must be checked in with the school nurse. Such medications should be in the original container and should be labeled by the pharmacist as to correct dosage and items of administration.
- **No** medication(s) should be kept on the student's person at any time, unless a medical doctor has issued documentation that it is in the best interest of the student. House Bill No. 1072 addresses asthma and asthma medications specifically; however, other illnesses may require self-medication under the advisement of a physician.
- A parental request for a student to self-medicate must be accompanied by a written statement from the student's physician indicating the student's condition and that he/she has been instructed in self-medication. Only the Superintendent and/or the District School Nursing Supervisor can grant permission for a student to self-medicate.
- In addition, the student's parent/guardian must sign a statement giving permission and acknowledging that the school shall incur no liability and hold the school and its employees harmless against any claims relating to the self-administration of medications. This statement will be kept on file in the student's permanent record.

Defibrillators have been provided to each school and personnel have been trained to use them.

ACCIDENT INSURANCE

A link for the student insurance application is available online at www.pcu.k12/ms.us. The coverage is quite broad, insuring the student against accidents for twelve hours or twenty-four hours coverage. Parents initiate accident claims to the company.

CAMPUS SECURITY

To insure the safety and security of all students, school employees, and visitors, audio/video taping, unannounced search utilizing drug dogs, automobile searches and towing, and the use of metal detectors may occur. Only school personnel or law enforcement will be allowed to view security video tapes. Crime Stoppers Hotline – 601-799-2583.

DAMAGES TO SCHOOL PROPERTY

1. A parent/legal guardian of a compulsory-school-age child enrolled in the Picayune School District shall be responsible financially for his/her minor child's destructive acts against school property or persons.
2. A parent/legal guardian of a compulsory-school-age child enrolled in the Picayune School District shall be responsible for any criminal fines brought against such students for unlawful activity occurring on school grounds or buses.
3. The Picayune School District shall be entitled to recover damages in an amount not to exceed Twenty Thousand Dollars (\$20,000.00), plus necessary court costs, from parents.

However, this shall not apply to parents whose parental control of such child has been removed by court order or decree.

Legal Reference: §37-11-53, Mississippi Code of 1972, As Amended, Senate Bill 2239, 2001 Regular Session

MISSISSIPPI CODE OF LAW SECTION §37-11-29

In accordance with Mississippi Code of Law Section §37-11-29, any teacher or other school employee who has knowledge of any unlawful activity or violent acts which occur on educational property or during a school related activity shall report such activity or acts to the principal of the school who shall notify the appropriate law enforcement officials as required by this section.

This law was enacted to prevent violence and crimes on school campuses. In accordance with the law the principal **MUST** call law enforcement when fights and other crimes occur on the campus. The law is very specific. The principal does not have an option concerning whether or not to call law enforcement.

Once the offense has been reported, the officer may remove the student from the building and contact the parents. Law enforcement determines the charge against the student and what other actions will take place.

The student will be given the appropriate suspension from school in addition to being turned over to the authorities.

TEXTBOOKS

District-owned textbooks are furnished to the student. The condition of each book is checked at the close of the session. Each student is responsible for his/her books while they are in his/her possession. Mississippi State law requires that teachers collect for damages to a book and the loss of books. The average cost of a new textbook is \$60.00. Fines will be assessed according to the damage of the textbook.

ELEMENTARY PARTIES

Classrooms are limited to two parties per year. **ONLY CLASSROOM MEMBERS AND THE ROOM PARENT WILL BE PERMITTED TO ATTEND PARTIES. PLEASE MAKE ARRANGEMENTS FOR PRESCHOOL CHILDREN. NO OTHER CHILDREN ARE ALLOWED TO ATTEND CLASSROOM PARTIES.**

FIELD TRIPS

Field trips (educational tours away from the school site) will be provided for students when funds are available. **Student participation is dependent upon good behavior and good work habits.** Only students who consistently follow rules of good work and behavior will be allowed to participate. Permission slips will be required. If the field trip requires parent chaperones, they will be notified. Also, chaperones cannot bring other children on school field trips.

TOYS AND PERSONAL BELONGINGS

Toys and personal belongings must be left at home unless they are required for a class assignment.

Students are not allowed to bring toys, pets, hardballs, footballs, radios, electronic devices, sports cards, fitbits, fidget spinners, slime, or cell phones to school. The school cannot accept responsibility for damage or loss of these items or any valuables brought to school. The teacher and/or principal may choose to hold such items and require a parent to pick them up.

TRADING/EXCHANGING/SELLING

No student will be permitted to trade, exchange, or sell personal items (such as tapes, clothes, toys, baseball cards, etc.) while on the school bus or school grounds. Students will be subject to the disciplinary policies of the school and/or bus.

FLAGS

The United State of America flag and the State of Mississippi flag will be flown on the flag pole at each school. No other flag will be displayed or flown on campus without prior approval of the principal.

TELEPHONE

The office telephone is for school business. Students will not be allowed to use the phone. If a student is ill, the teacher will notify the school nurse who will telephone parents. Only in an emergency, approved by the principal, will students be allowed to use the telephone.

VISITORS

If any parent visits the school during the school day, he/she must first report to the office upon entering the building, receive a visitor pass, and sign in. All visitors must return the pass and sign out when leaving. **CLASSROOM INSTRUCTION WILL NOT BE INTERRUPTED.**

CLASSROOM VISITATION/OBSERVATION AND CELL PHONE POLICY FOR PARENTS/GUARDIANS

Parents are allowed to visit and observe their child's classroom, only if arrangements have been made with the child's teacher and principal in advance.

Parents must follow the same cell phone policy as the teachers during a classroom visit/observation:

1. Cell phones must be turned off.
2. Cell phones must be out of sight.
3. Cell phones may not be used in the classroom during instructional time, unless pre-approved by the principal/assistant principal.

ADULT LUNCH/BREAKFAST PRICES

Breakfast -- \$2.50 Lunch -- \$4.75

Adults may purchase a full meal or purchase items a la carte, as well as, make advance payments for meals. ADULTS MAY NOT CHARGE.

The cafeteria serves a nutritious breakfast and lunch daily. Payment is due upon service or pre-paid on account. Student meal prices are as follows:

	Breakfast	Lunch
Regular Rate	\$1.75	\$3.25
Reduced Eligibility Rate	\$0.30	\$0.40

Charging of School Meals Charging of school meals by students is not allowed. In the event a student loses or forgets his/her breakfast/lunch money, a meal accommodation will be made for that day. This policy is in place as an emergency measure and is not for routine use. The National School Breakfast and Lunch programs are federally funded and charging of school meals is not allowed. The USDA Federal Management Circular 796-1 (Rev.2) lists bad debts as a non-allowable expenditure of federal funds. Accordingly, the losses on charged meals cannot be paid with Child Nutrition funds.

Any student who owes the cafeteria money will not be allowed to purchase extra sale items until the balance is cleared.

Methods of Payment

ADVANCE PAYMENTS – Rather than paying each day, payment in advance is strongly encouraged for the following reasons: it speeds up the serving process, helps avoid the loss of cash and it serves as a receipt of the payment when checks or online payment system. As with our prior vendor, there is a small transaction fee when using LINQ Connect (<https://linqconnect.com/main>). LINQ Connect accepts debt cards, credit cards or e-check.

DAILY PAYMENTS – Students may pay upon service at the cashier station when they eat in the cafeteria. The payment can be made with cash or check. If the payment method is in check form, the check must be written for the exact amount of the purchase or any additional money will be posted to the student's account. No return cash will be given from a check.

Student Free & Reduced Meal Applications Are Required Each School Year

Online applications for free and reduced meals will be available on July 1, 2024 at <https://linqconnect.com/public/meal-application/new?identifier=5ZL74K>. Completing applications online will help speed up the processing of your application. Please include your email address. Once an application is received and processed by our office, a letter of determination will be sent to you. If you do not receive the notification letter after 10 school days from submission, it may be possible the application was not received at the Child Nutrition office. In this case, please call our office at 601-798-6711. Submit only one application per household, listing all students. If your financial status, household size or income changes during the school year we encourage you to reapply.

Medical Statement For Students With Special Dietary Accommodations

Any student having special dietary need (milk/food allergy, etc.) must have a current medical statement on file in the cafeteria manager's office. Non-Discrimination Statement In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

Dear Parent(s)/Guardian(s):

Your child's attendance plays a vital role in his/her success in school and in life. According to AttendanceWorks.org, studies have shown that poor attendance in Preschool can predict future poor attendance in later grades. Poor attendance also causes children to fall behind academically and they continue to struggle throughout school.

The Picayune School District's goal is to assure every child receives the appropriate education needed to become thriving, successful students and adults. The state-wide Compulsory School Attendance Policy states "Unlawful absence" is an absence for an entire school day or during part of a school day by a compulsory school-age child, whose absence is not due to a valid excuse for temporary nonattendance.

Things parents/guardians need to know:

- It's against the law to let your child miss school and stay home.
- Parents could face criminal charges for not sending their child to school.
- In certain locations some parents may face revocation of public assistance such as food stamps and reduced housing.
- According to the National Center for Mental Health Promotion and Youth Violence Prevention, students who have high absenteeism also have a higher risk of substance abuse, gang activity, and criminal behavior.
- Students who are habitually absent are more likely to be incarcerated and have a higher rate of health and mental problems.
- Mississippi schools receive funding based on your child's attendance. However, the schools can only receive this funding if students are present. This money is used along with other revenues to provide students with the best instructional resources and to help keep our buildings up to code and properly maintained.

The following are ways parents/guardians can help:

- Schedule vacations and doctor appointments with scheduled breaks or after school when possible.
- Make sure your child gets plenty of sleep and everything packed and ready for the next day.
- Set an example for your child by stressing the importance of being in school. Don't allow them to miss unless they are really sick; don't allow them to miss just because they don't feel like attending. This creates a habit that will carry over into adulthood. If they are allowed to miss school, they will think it is okay to miss work regularly.
- Stress that school is their job. It's more than math, science, social studies, and English. It is also teaching them responsibility by preparing them for life after school. If they are students who are absent, they become adults on jobs who are absent.

According to Attendance/Works.org, students who attend school regularly are likely to graduate and find jobs. On average, high school graduates will make a million dollars more over a lifetime than non graduates. As parents we should want this and more for our children. So let's work together to eradicate absenteeism in our district and watch our children soar to success!

Thank you for your support!

SCHOOL ATTENDANCE POLICY

Compulsory School Attendance:

In order to be counted present, a student must be in attendance sixty-three percent (63%) of the instructional day. Sixty-three percent (63%) of the instructional day consists of two-hundred- eight (208) minutes.

Picayune School District shall adopt as its official policy *MS Code §37-13-91*, which is referred to as the “*Mississippi Compulsory School Attendance Law*.”

The Mississippi Compulsory School Attendance Law indicates that children who have attained or will attain the age of six (6) years on or before September 1 of the calendar year and who have not attained the age of seventeen (17) years on or before September 1 of the calendar year shall be deemed “compulsory-school-age children.”

In addition, children who have attained or will attain the age of five (5) years on or before September 1 and have enrolled in a full-day public school kindergarten program shall be considered “compulsory-school-age children.” However, the parent or guardian of any child enrolled in a full-day public school kindergarten program shall be allowed to un-enroll the child from the program on a one-time basis and such child shall not be deemed a compulsory-school-age child until the child attains the age of six (6) years.

As stated in the statute, 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 a 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 as approved through the *Office of Compulsory School Attendance Enforcement* of the *MS State Department of Education*.

Student Absences (Excused and Unexcused):

MS Code §37-13-91 states that an “unlawful absence” [*unexcused absence*] is an absence during a school day by a compulsory-school-age child, which absence is not due to a valid excuse for temporary non-attendance [*excused absence*] as delineated below. Days missed from school due to disciplinary suspension shall not be considered an “excused” absence.

Each of the following shall constitute a *valid excuse for temporary non-attendance* of a compulsory-school-age child enrolled in a public school, provided satisfactory evidence of the excuse is provided to the Superintendent of the school district, or his/her designee:

- (a) An absence is excused when the absence results from the compulsory-school-age child’s attendance at an authorized school activity with the prior approval of the Superintendent of the school district, or his/her designee. These activities may include field trips, athletic contests,

- student conventions, musical festivals, and any similar activity.
- (b) An absence is excused when isolation of a compulsory-school-age child is ordered by the county health officer, by the State Board of Health or appropriate school official.
 - (c) An absence is excused when it results from the death or serious illness of a member of the immediate family of a compulsory-school-age child. The immediate family members of a compulsory-school-age child shall include children, spouse, grandparents, parents, brothers and sisters, including stepbrothers and stepsisters.
 - (d) An absence is excused when it results from a medical or dental appointment of a compulsory-school-age child where an approval of the Superintendent of the school district, or his/her designee, is gained before the absence, except in the case of emergency.
 - (e) An absence is excused when it results from the attendance of a compulsory-school-age child at the proceedings of a court or an administrative tribunal if the child is a party to the action or under subpoena as a witness.
 - (f) An absence may be excused if the religion to which the compulsory-school-age child or the child's parents adheres, requires or suggests the observance of a religious event. The approval of the absence is within the discretion of the Superintendent of the school district, or his/her designee, but approval should be granted unless the religion's observance is of such duration as to interfere with the education of the child.
 - (g) An absence may be excused when it is demonstrated to the satisfaction of the Superintendent of the school district, or his/her designee, that the purpose of the absence is to take advantage of a valid educational opportunity such as travel, including vacations or other family travel. Approval of the absence must be gained from the Superintendent of the school district, or his/her designee, before the absence, but the approval shall not be unreasonably withheld.
 - (h) An absence may be excused when it is demonstrated to the satisfaction of the Superintendent of the school district, or his/her designee, that conditions are sufficient to warrant the compulsory-school-age child's non-attendance. However, no absences shall be excused by the school district Superintendent, or his/her designee, when any student suspensions or expulsions circumvent the intent and spirit of the compulsory attendance law.
 - (i) An absence is excused when it results from the attendance of a compulsory-school-age child participating in official organized events sponsored by the 4-H or Future Farmers of America (FFA), official organized junior livestock shows, and official organized rodeo events. The excuse for the 4-H or FFA event must be provided in writing to the appropriate school Superintendent by the Extension Agent of High School Agricultural Instructor/FFA Advisor.
 - (j) An absence is excused when it results from the compulsory-school-age child officially being employed to serve as a page at the State Capitol for the Mississippi House of Representatives or Senate.

Parent Responsibility:

The Mississippi Compulsory Attendance Law provides that any parent, guardian, or custodian of a compulsory-school-age child who refuses or willfully fails to perform any of the duties imposed upon him or her under the law or who intentionally falsifies any information required to be contained in a *Certificate of Enrollment [home schooling]*, shall be guilty of contributing to the neglect of a child and, upon conviction, shall be punished in accordance with *Section §97-5-39*.

School Administrative Responsibility:

If a compulsory-school-age child has not been enrolled in a school within fifteen (15) calendar days after

the first day of the school year which the child is eligible to attend or the child has accumulated five (5) unlawful [*unexcused*] absences during the school year of the public school in which the child is enrolled, the school district Superintendent shall report, within two (2) school days or within five (5) calendar days whichever is less, the absences to the school attendance officer. The State Department of Education shall prescribe a uniform method for schools to utilize in reporting the unlawful absences [*unexcused*] to the school attendance officer. The Superintendent, or his/her designee, also shall report any student suspension or student expulsions to the school attendance officer when they occur.

School Attendance Officer Responsibility:

When a school attendance officer has made all attempts to secure enrollment and/or attendance of a compulsory-school-age child and is unable to affect the enrollment and/or attendance, the attendance officer shall file a petition with the youth court under *Section §43-21-451* or shall file a petition in a court of competent jurisdiction as it pertains to parent or child.

Section §97-5-39 states that a parent, guardian, or custodian of a compulsory-school-age child may be prosecuted based on the presentation of evidence that the child has not been enrolled in school within eighteen (18) days after the first day of the school year of the public school which the child is eligible to attend, or that the child has accumulated twelve (12) unlawful [*unexcused*] absences during the school year at the public school in which the child has been enrolled.

No proceedings under this law shall be brought against a parent, guardian, or custodian of a compulsory-school-age child unless the school attendance officer has contacted promptly the home of the child and has provided written notice to the parent, guardian, or custodian of the requirement for the child's enrollment or attendance.

Allowable Absences and School Procedures:

Picayune School District recognizes the direct relationship between school attendance, student participation and academic progress. For this reason, parents are encouraged to see that their student(s) attend every day except in cases of contagious illness or other legitimate reason(s).

Parental notes up to 10 absences will be accepted as excused. More than 10 absences will require a doctor's excuse. The excuse must be presented within 5 days or the absence will be considered unexcused.

Grades K – 6

Student absences will be closely monitored by the school administration and staff. Missed work must be made up for days of absence. Students will be allowed the equal number of days absent to make up work. Absences will be considered as "excused" or "unexcused." The number of unexcused absences (12 maximum) will be the key feature in determining whether or not a student (K—6) meets the required attendance standards. Students should use their absences with discretion. Upon returning to school following an absence, a note from a doctor or parent/legal guardian must accompany the student.

1. A school representative, i.e., counselor, social worker, school-parent coordinator, or the principal's designee will attempt to check each student absences daily by making contact with his/her parent, legal guardian, or custodian.

2. A student's teacher(s) will make contact with the parent, legal guardian, or custodian in accordance on the 4th and 8th absence, whether excused or unexcused, to determine how the student can be assisted to achieve all course objectives and requirements.
3. A school representative will report a student's absences to the Picayune School District Attendance Officer on the 5th and 12th unexcused absence.
4. Teachers will coordinate closely with the school counselor or the principal's designee to make certain that appropriate reports are forwarded to the District Attendance Officer.
5. Immediately after the 12th un-excused absence, a student's parent/legal guardian will be notified by the school administration. In order for a student to be promoted to the next grade, he/she must demonstrate daily, consistent attendance and perform required work with passing grades.
6. Teachers will make assignments available in a timely manner for any student who is absent from class and will make every effort to provide adequate tutorial time to assist any student to master course objectives. Appropriate instructional modifications will be provided, and final course grades will be determined solely upon required student mastery level of state-mandated and district curriculum objectives.
7. Appropriate, timely parent conference, to include a student's teacher, a counselor, social worker, or school/parent coordinator, will be scheduled and a plan of action will be developed to assist a student to meet course objectives or standards in cases of extensive absenteeism. A team approach will be utilized.
8. An Attendance Committee composed of a student's teachers, a counselor, social worker, or school/parent coordinator, and a school administrator will monitor extreme cases of absenteeism and appropriate referrals will be made to the school TST (Teacher Support Team) for review.
9. Each school administrator will submit a weekly Report of Absences report to the attendance officer delineating by name those students who have in excess of twelve (12) unexcused absences.
10. An "unlawful absence" is an absence for an entire school day or during part of a school day by a compulsory-school-age child which absence is not due to a valid excuse for temporary nonattendance. For purposes of reporting absenteeism under subsection (6) of Mississippi House Bill 1530 if a compulsory-school-age child has an absence that is more than thirty-seven percent (37%) of the instructional day as fixed by the school board for the school at which the compulsory-school-age child is enrolled, the child must be considered absent the entire school day. A student is considered present when they are in attendance for sixty-three percent (63%) of the instructional day.

EQUAL EDUCATIONAL OPPORTUNITY

Every pupil of Picayune School District will have equal educational opportunities regardless of race, color, creed, sex, disability, religion, or marital status.

No student shall be excluded on such basis from participating in or having access to any course offerings, athletics, counseling, employment assistance, and extra-curricular activities.

Policies of the Board of Trustees shall follow federal laws relating to non-discriminatory practices in the operation of the Picayune School District.

BOARD POLICY IDDHA – PARENTAL INVOLVEMENT—Title I

What is Parent and Family Engagement?

Family Engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents play an integral role in assisting their child’s learning.
- Parents are encouraged to be actively involved in their child’s education.
- Parents are full partners in their child’s education and are included, as appropriate, in decision- making and on advisory committees to assist in the education of their child.
- The carrying out of other activities, such as those described in Section 1116 of the ESSA.

Parent and Family Engagement Policy

Picayune School District’s is committed to engage families in the education of their children and to build the capacity in its Title I schools to implement parent and family engagement strategies and activities designed to achieve the district and student academic achievement goals. When schools, families, and communities work together to support learning, children tend to do better in school, graduate, and enjoy his/her school experience.

Title I, Part A provides for substantive parent and family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school districts to involve parents in their children’s education. Consistent with Section 1116, the Picayune School District will work with its

Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.

Jointly Developed

Picayune School District will take the following actions to involve parents and family members in the joint development of its district-wide parent and family engagement plan:

- Invite all parents to participate and provide suggestions and ideas during the Annual Stakeholder District meeting in the spring (March/April) to improve the parent and family

engagement policy for the upcoming school year. The district sends a flyer and/or e-mail to parents informing them about this meeting and posts announcements on the school district website and student information system announcement page (AIM). During this meeting, parents will also review, discuss and provide feedback about the Comprehensive Needs Assessment Survey and the Title I School-wide Program.

- Provide an opportunity for all parents to comment and give feedback any time by submitting written comments to your child's school to involve parents in the development of the parent and family engagement policy, the district plan, and the use of parent and family engagement funds.
- Provide parents access to the information in the district's parent and family engagement policy through the district website and engage in open communication about the plan during parent meetings.
- Conduct an annual review of parent and family engagement activities and discuss ideas for increasing parent participation by identifying barriers, developing strategies to remove barriers to parent participation, and encouraging the implementation of strategies to support school and family interactions. Solicit parent input as to how Title I funds for parent and family engagement activities will be used and how these funds can support the needs of parents and family members to be able to help their child learn.
- Solicit parent feedback and input continuously through school committee meetings, PTO meetings, workshops, and newsletters. All feedback is used to inform the District Parent and Family Engagement Policy so that the evidence-based strategies incorporated into the policy are meaningful and relevant for parents.
- Post the district parent and family engagement policy on the district and school websites, distribute copies upon request during the annual Title I school meeting and make hard copies available in the front office of each Title I school for parent and families to take at will.

Technical Assistance

Picayune School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Parent and Family Engagement activities to improve student academic achievement and school performance:

- Provide ongoing assistance and support via the Title I Program Director to all Title I schools to ensure parent and family engagement requirements are being satisfied, and that parent and family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the Title I Program Director will hold meetings and trainings with its Title I schools' parent liaison to review family engagement plans and activities. A parent liaison may speak at local businesses, clubs, and/or community organizations to communicate Parent and Family Engagement opportunities within the school district. Speakers from local businesses and community organizations are invited to present at meetings to lend their expertise in engaging parents and families and/or sharing resources available to support parents and families. Additionally, the Title I Program Director will meet annually with principals to review Parent and Family Engagement

requirements and plan opportunities for Parent and Family Engagement activities and meetings for the following year.

- Offer guidance on appropriate use of parent and family engagement funds along with updates of funds remaining in the parent and family engagement budget.

Reservation of Funds

Picayune School District reserves 1 percent from the total amount of Title I funds it receives to carry out the parent and family engagement requirements listed in this policy and as described in Section 1116 of the ESSA. Furthermore, Picayune School District will distribute 90 percent of the amount reserved to all Title I schools to support their school's local-level parent and family engagement programs and activities. These programs and activities are designed to build parents' and family members' capacity to support their child academically. Each Title I school will host an annual School Improvement Meeting for parents to provide suggestions as to how these parent and family engagement funds will be used in the upcoming year at the district and school-level. Additionally, parent and family have the opportunity as to how Title I funds for parent and family engagement activities will be used and how these funds can support the needs of parents and family members to be able to help their child learn by providing comments during the Comprehensive Needs Assessment Survey and/or submit comments throughout the school year to the school office where their child attends. Suggestions from these meetings and the feedback forms are reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. The Title I Program Director will provide clear guidance and communication to assist each Title I school in developing an adequate parent and family engagement budget that addresses their needs assessment and parent recommendations.

Opportunities for Parent Consultation

Input and suggestions from parents are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend meetings to share their ideas and suggestions to help the district, schools, and students in reaching our student academic achievement goals.

Building School and Parent Capacity

Picayune School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the Title I schools, parents, and the community to improve student academic achievement through the following district-wide activities and programs.

Assistance to Parents

Picayune School District will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as:

- State-adopted standards: MS College and Career Readiness Standards
- Achievement Standards/Assessment Data - including all forms of testing
- Strategies parents can use to support and monitor their child's academic progress
- Partnering with teacher to support their child's academic achievements
- Understanding the 3rd Grade Literacy Based Promotion Act State Requirements to Promote to 4th Grade; Good Cause Exception
- Title I, Part A requirements
- On-line Registration Procedures
- Website accessibility /resource availability

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the District Federal Program Director will communicate and collaborate with the Director of Special Education to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

BOARD POLICY IFBDAA – INTERNET APPROPRIATE USE POLICY

The Picayune School District is pleased to offer to its students, faculty, and staff access to the Internet in accordance with the terms and conditions of this policy. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users globally. This computer technology will help propel our schools through the communication age by allowing students and staff to access and to use resources from distant computers, communicate and collaborate with other individuals and groups and significantly expand their available information base.

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

The computer system that you are accessing is the property of the Picayune School District and is intended for educational purposes. Users agree to the terms and conditions of the Internet Acceptable Use Policy. Users agree to avoid any violation of state or federal law. Users are alerted that they are entitled to no expectation of privacy in their use of this computer and access of the users' computer usage, Internet usage, and email account may be monitored at any time for unacceptable and illegal use.

Overview

Internet access is coordinated through a complex association of government agencies and regional state networks. In addition, the smooth operation of the network relies upon the proper conduct of the users

who must adhere to strict guidelines. To this end, Congress has passed and President signed into law, the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA). A safe and secure K—12 infrastructure will be provided in compliance with the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA). The Picayune School District provides Internet Content Filtering, Internet Reporting on usage and filtering, and Internet Caching to aid in compliance with these laws.

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

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

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

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

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

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

Picayune School District Internet Terms and Conditions of Use

1. **Personal Safety**
 - a. User will not disclose, use, disseminate or divulge personal and/or private information about himself/herself, minors or any others including personal identification information such as, but not limited to, credit card information, Social Security numbers, telephone numbers, addresses, etc.
 - b. The Picayune School District will not disclose personal information about students on websites, such as their full name, home or email address, telephone number, and Social Security number. (COPPA)
 - c. User will immediately report to Picayune School District authorities any attempt by other Internet use to engage in cyber-bullying, inappropriate conversations, or personal contact.
2. **Illegal Activity**
 - a. User agrees not to access, transmit, or retransmit any material(s) in furtherance of any illegal act or conspiracy to commit any illegal act in violation of United States, Mississippi, local government, or Picayune School District laws, policies, or regulations.
 - b. User shall not access, transmit, or retransmit copyrighted materials (include plagiarism), threatening, harassing, or obscene material, pornographic material, or material protected by trade secret, and/or any other material that is inappropriate to minors.
 - c. User shall not access, transmit, or retransmit any materials that promotes violence or the destruction of persons or property by devices including, but not limited to, the use of firearms, explosives, fireworks, smoke bombs, incendiary devices, or other similar materials.
 - d. User shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.
 - e. User shall not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive.
 - f. User shall not access, transmit, or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
 - g. User shall not access, transmit, or retransmit information that harasses another person or causes distress to another person.
3. **System Resource Limits**
 - a. User shall only use the Picayune School District system for educational and career development activities and limited, high quality self-discovery activities as approved by Picayune School District faculty for a limited amount of time per week.

- b. User agrees not to download large files unless it is absolutely necessary. If absolutely necessary to download large files, user agrees to download the file at a time when the system is not being heavily used.
- c. User agrees not to post chain letters or engage in “spamming” (that is, sending an annoying or unnecessary message to large numbers of people).
- d. User agrees to immediately notify his/her teacher or other school administrator should user access inappropriate information. This will assist protecting user against a claim of intentional violation of this policy.

4. User Rights

- a. The Internet is considered a limited forum, similar to a school newspaper, and therefore Picayune School District may restrict user’s right to free speech for valid educational reasons. Picayune School District will not restrict user’s right to free speech on the basis of disagreement with the opinions expressed by user.
- b. User shall have the responsibility to use computer resources for academic purposes only. Therefore, as mandated by CIPA, filtering will be utilized on all computers accessing the Internet. The only exception will be for academic research by a staff member with approval of school administration.
- c. User should not expect files stored on school-based computers 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.
- d. Picayune School District will fully cooperate with local, state, or federal officials in any investigation related to illegal activities conducted through the user’s Internet account.
- e. Under no conditions should a user provide his/her password to another person or use another person’s password.

5. Appropriate Use

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

- a. The use of an account must be in support of education and research and consistent with the educational objectives of the Picayune School District.
- b. Use of other organization’s networks or computing resources must comply with the rules appropriate for that network.
- c. Internet resources may not be used in violation of any federal, state, or local regulations.
- d. Internet resources may not be used to upload, download, or distribute pornographic, obscene, sexually explicit, or threatening material.
- e. Internet resources may not be used to infringe on copyright or plagiarize materials.

6. Privileges

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

- a. Based on the acceptable use terms and conditions outlined in this document, the system administrators will deem what is inappropriate use and their decision is final.
- b. System administrators may close an account at any time as required.
- c. The administration, faculty, and staff of the Picayune School District may request the system administrator to deny, revoke, or suspend specific user accounts.
- d. Students and employees will receive instruction on the proper use of the Internet through a review of the guidelines, "Expectations for Use of the Internet," contained herein this policy.
- e. Students and their parents and employees are required to sign an agreement indicating their understanding and acceptance of the Picayune School District's guidelines.
- f. Upon completion of "d" and "e," students may then use the Internet in a supervised classroom environment and employees may then use if for work related needs.
- g. Parents must give their permission for their child to use the Internet independently for educational purposes. Parents also have the option of denying permission for their child to use the Internet.
- h. Students are responsible for their exploration of the Internet and subject to the consequences of the building discipline policy.
- i. Employees are responsible for their explorations of the Internet and subject to the discipline policies of the Board of Trustees.

7. Expectations for Use of Internet

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

- a. Be courteous and respectful in your message to others.
- b. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
- c. Do not reveal your home address or phone numbers or those of other students or colleagues even if you think you "know" your correspondent.
- d. Any external media to be used in a Picayune School District computer shall be approved by either the teacher or supervisor and also must be virus scanned by approved virus scanning software.
- e. Browsing and scanning through files on a hard drive is not permitted.
- f. Violation of these rules or other deliberate acts that result in damage to software, hardware and/or related equipment will result in appropriate disciplinary action and financial restriction paid by the student and/or parent according to Mississippi Code §37-11-53 (4).
- g. Users may not use the network to send threatening or harassing e-mail. No chain letters will be tolerated.
- h. Student users may not send mass-mails to more than five (5) people at a time. Employee users may not send mass-mails to more than ten (10) people at a time.
- i. Harassing other users by interfering with their screen display or similar denial of service attacks will not be allowed.
- j. Cracking, hacking, or otherwise breaking into an account you do not have full authorized access to, on this system or any other, possession and/or running

encryption/decryption/cracking/security analysis scripts or binaries, or any other tools used to expedite the process of information on this network will not be permitted.

- k. Users cannot install any software which requires making a file without approval from the network administrator.
 - l. Users may not at any time or for any reason possess a copy of the system password file, or any portion thereof; attempts to log in as any other user or as a system administrator will result in disciplinary action correlated to the Picayune School District ladder and cancellation of user privileges.
 - m. Any user identified as a security risk or having a history of problems with other computer systems will be denied access to the network.
 - n. Unauthorized downloading of information will not be tolerated.
 - o. Purchasing of goods or services via the Internet is strictly prohibited by students. Employees may order over the Internet if the purchase order has been properly signed.
8. Students will not respond to unsolicited online contact.
9. Vandalism
- Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of other users or other networks connected with the Picayune School District or the State Regional Hub site. This includes, but is not limited to, the uploading or creation of computer viruses.
10. List servers or New Groups
- Students will not be allowed to subscribe to list servers or new groups unless specific permission is provided by the parent/guardian in writing and by the written permission of a sponsoring teacher. Employees may subscribe to these groups if job related and allowed by their supervisor.
11. The Picayune School District will not be liable for:
- a. Unauthorized information stored on Picayune School District diskettes, hard drives, or servers.
 - b. Unauthorized information retrieved through Picayune School District computers, networks, or online resources.
 - c. Personal property used to access Picayune School District computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of Picayune School District resources and accounts to access the Internet.
 - e. Damages suffered by the user, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions.
 - f. Student, teacher, or employee access to what may be deemed as inappropriate material available on the Internet.
 - g. Further, the Picayune School District makes no warranties of any kind, whether expressed or implied, for the service it is providing.

12. Sanctions:
 - a. Violations by the users may result in loss of access.
 - b. Violations may result in additional disciplinary action according to the Picayune School District's disciplinary policies.
13. The Internet Network Access Agreement is attached at the end of this policy and must be completed by the student or the employee prior to Internet use.
14. Consequences for Failure to Follow Terms and Conditions of Internet Use Policy.

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

When user is using the Picayune School District system, it may seem as though these policies could easily be broken and that the user would not get caught. This is not true. Electronic footprints are left behind on a machine each time it is used and the potential for apprehension always exists. LEGAL REFERENCE: Section §37-11-53(4)

BOARD POLICY IHE/E – THE MISSISSIPPI 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.

The 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.

Note: Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

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.

The intensive reading instruction and intervention must be documented for each student grades K-3 in an individual reading plan, including, at a minimum, the following:

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

Good Cause Exemptions

A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause:

- a) Limited English Proficient students who have had less than two (2) years of instruction in English Language Learner program;
- b) Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
- c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 plan that reflects that the student has received intense remediation

in reading for two (2) years but still demonstrates a deficiency in reading OR was previously retained in Kindergarten or First, Second or Third grade;

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

e) Students who have received intensive intervention for two (2) or more years but still demonstrate a deficiency in reading, and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.

Section 1

- (1) It is the intent to ensure that: each Kindergarten and First through Third Grade student's progression is determined, in part, upon the student's proficiency in reading: the policies of local school boards facilitate this proficiency; and each student, the student's parent or legal guardian is informed of the student's academic progress.
- (2) Each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. The intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:
 - (a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
 - (b) The goals and benchmarks for growth;
 - (c) How progress will be monitored and evaluated;
 - (d) The type of additional instructional services and interventions the student will receive;
 - (e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 - (f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and
 - (g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.
- (3) The universal reading screener or locally determined reading assessment may be given in the first thirty (30) days of the school year and repeated if indicated at midyear and at the end of the school year to determine student progression in reading in Kindergarten through Third Grade. If it is determined that the student continues to have a reading deficiency, the student must be provided with continued intensive reading instruction and intervention by the school district until the reading deficiency is remedied. A student exhibiting continued reading deficiency with continued intensive interventions should be considered for exceptional criteria evaluation.

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

Section 2.

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

- (a) That the student has been identified as having a substantial deficiency in reading;
- (b) A description of the services that the school district currently is providing to the student;
- (c) A description of the proposed supplemental instructional services and supports that are designed to remediate the identified area of reading deficiency which the school district plans to provide the student as outlined in the student's individual reading plan;
- (d) That if the student's reading deficiency is not remediated before the end of the student's Third Grade year, the student will not be promoted to Fourth Grade unless a good cause exemption specified under Section 6 is met;
- (e) Strategies for parents and guardians to use in helping the student to succeed in reading proficiency; and
- (f) That while the state annual accountability assessment for reading in Third Grade is the initial determinant, it is not the sole determiner of promotion and that approved alternative standardized assessments are available to assist the school district in knowing when a child is reading at or above grade level and ready for promotion to the next grade.

Section 3.

The State Department of Education shall establish a Mississippi Reading Panel to collaborate with State Department of Education in recommending appropriate equitable alternative standardized assessments and cut scores to be used to determine promotion to the Fourth Grade of those Third Grade students who did not score at the required achievement level on the state accountability assessment, as outlined in Section §37-177-9, or who, for unforeseen circumstances, were unable to take the assessment. The panel should have knowledge and input in the adoption or development of a universal screener for required use only in select schools most in need for the reading intervention program to identify reading deficiencies and determine progress. A suggestive list of no less than four (4) screen assessments should be available to schools not selected for the critical reading intervention program taking into consideration those screening assessments already being used satisfactorily in Mississippi elementary schools. An approved alternative standardized reading assessment may be used in years when the state is transitioning to a new state annual accountability assessment. The panel shall consist of six (6) members as follows: the State Superintendent of Education, or his/her designee, who will chair the

committee; the Chair of the House Education Committee, or his designee; the Chairman of the Senate Education Committee, or his designee; one (1) member appointed by the Governor; and two (2) additional members appointed by the State Superintendent of Education.

Section 4.

A public school student may not be assigned a grade level based solely on the student's age or any other factors that constitute social promotion.

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

Beginning in the 2018/2019 school year, if a student's reading deficiency is not remedied by the end of the student's Third Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

Section 5.

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

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

- (2) A request for good cause exemptions for a Third Grade student from the academic requirements established for promotion to Fourth Grade must be made consistent with the following:
- (a) Documentation must be submitted from the student's teacher to the school principal which indicates that the promotion of the student is appropriate and is based upon the student's record. The documentation must consist of the good cause exemption being requested and must clearly prove that the student is covered by one (1) of the good cause exemptions listed in subsection (1) of the good cause exemptions listed in subsection (1) (a) through (e) of this section.
 - (b) The principal shall review and discuss the recommendations with the teacher and parents and make a determination as to whether or not the student should be promoted based on requirements set forth in this chapter. If the principal determines that the student should be promoted, based on the documentation provided, the principal must make the recommendation in writing to the school district superintendent, who, in writing, may accept or reject the principal's recommendation. The parents of any student promoted may choose that the student be retained for one (1) year, even if the principal and district superintendent determines otherwise.

Section 6.

Beginning in the 2014/2015 school year, each school district shall take the following actions for retained Third Grade students:

- (a) Provide Third Grade students who are not promoted with intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency, as outlined in the student's individual reading plan, including a minimum of ninety (90) minutes during regular school hours daily, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies prescribed by the school district, which may include, but are not limited to:
 - (i) Small group instruction;
 - (ii) Reduced teacher-student ratios;
 - (iii) Tutoring in scientifically research-based reading services in addition to the regular school day;
 - (iv) The option of transition classes;
 - (v) Extended school day, week, or year; and
 - (vi) Summer reading camps.
- (b) Provide written notification to the parent or legal guardian of any Third Grade student who is retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency, as outlined in the student's individual reading plan. This notification must be provided to the parent or legal guardian in writing, in a format adopted by the State Board of Education in addition to report cards given by the teacher.

- (c) Provide Third Grade students who are retained with a high-performing teacher, as determined by student performance data, particularly related to student growth in reading, above-satisfactory performance appraisals, and/or specific training relevant to implementation of this chapter.
- (d) Provide parents and legal guardians of Third Grade students with a “Read at Home” plan outlined in a parental contract, including participation in regular parent-guided home reading.

**REGISTRATION OF ANY PUPIL WHOSE PARENT IS TRANSFERRED JBAAAA
TO A MILITARY INSTALLATION WITHIN THE STATE**

SECTION 1.

- (1) Notwithstanding any provision of law, a pupil complies with the residency requirements for attendance in a school district if the parent of the pupil is transferred to, or is pending transfer to, a military installation within this state while on active military duty pursuant to an official military order.
- (2) A school district shall accept an application for enrollment and course registration by electronic means for a pupil who meets the requirements prescribed in subsection (1) of this section, including enrollment in a specific school or program within the district.
- (3) The parent of a pupil who meets the requirement prescribed in subsection (1) of this section shall provide proof of residence to the school district within ten (10) days after the published arrival date provided on official documentation. The parent may use the address of any of the following as proof of residence for the purposes of this subsection:
 - (a) A temporary on-base billeting facility.
 - (b) A purchased or leased home or apartment.
 - (c) Any federal government housing or off-base military housing, including off-base military housing that may be provided through a public-private venture.
- (4) For the purposes of this section:
 - (a) “Active military duty” means full-time military duty status in the active uniformed service of the United States, including members of the National Guard and the State Military Reserve on active duty order.
 - (b) “Military installation” means a base, camp, post, station, yard, center, homeport facility for any ship or other installation under the jurisdiction of the United States Department of Defense or the United States Coast Guard.

SECTION 2.

This act shall take effect and be in force from and after July 1, 2019.

LEGAL REFERENCE: Senate Bill No. 2050, Regular Session 2019

DISCIPLINE – STUDENTS WITH DISABILITIES JQR

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

SECTION 1. SECTION 37-11-57, Mississippi Code of 1972, is amended as follows:

(1) Except in the case of excessive force or cruel and unusual punishment, a public school teacher, assistant teacher, principal, or an assistant principal acting within the course and scope of his employment shall not be 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 or governing board of a charter school regarding the control, discipline, suspension and expulsion of students. The local school board shall provide any necessary legal defense to a teacher, assistant teacher, principal, or assistant principal in the school district who was acting within the course and scope of his employment in any action which may be filed against such personnel. A school district or charter school, as the case may be, shall be entitled to reimbursement for legal fees and expenses from its employee if a court finds that the act of the employee was outside the course and scope of his employment, or that the employee was acting with criminal intent. Any action by a school district or charter school against its employee and any action by the employee against the school district or charter school for necessary legal fees and expenses shall be tried to court in the same suit brought against the school employee.

(2) Corporal punishment administered in a reasonable manner, or any reasonable action to maintain control and discipline of students taken by a public school teacher, assistant 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 or governing board of a charter school does not constitute negligence or child abuse. No public school teacher, assistant teacher, principal or assistant principal so acting shall 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, or the taking of action to maintain control and discipline of a student, unless the court determines that the teacher, assistant 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. For the purpose of this subsection, “corporal punishment” means the reasonable use of physical force or physical contact by a teacher, assistant 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.

(3) Notwithstanding subsection (2) of this section a public school teacher, assistant teacher, principal, assistant principal or other school personnel is prohibited from using corporal punishment, as defined in subsection (2) of this section, on any student with a disability. No school personnel shall be granted immunity from liability under subsection (2) of this section for the use of corporal punishment on a student with a disability. For purposes of this subsection, the term “student with a disability” means a student who has an individualized education plan (IEP) under the Individuals with Disabilities Education

Act of 1973. The term “school personnel” includes all individuals employed on a full-time or part-time basis by a public school.

SECTION 2. This act shall take effect and be in force from and after July 1, 2019

Board Policy JQR does not affect the contents of Board Policy JGFI – RESTRAINT/USE OF FORCE.

LEGAL REFERENCE: Individuals with Disabilities Act, Section 504

Board Reviewed 2/6/2018

HOUSE BILL NO. 1182

MISSISSIPPI BETTER SIGHT FOR BETTER LEARNING PROGRAM JBCAAA

SECTION 1.

The State Board of Education shall recommend a child entering first grade, whose eye screening indicates a need to have a face-to-face comprehensive eye examination, to be completed by an optometrist or ophthalmologist by January 1 of the child’s first grade year. A principal, director, or other person in charge of a public school shall collect from the child’s parent or legal guardian, evidence of the child’s face-to-face comprehensive eye examination, as provided by regulation of the State Board of Education, or a signed request by the parent or legal guardian of each student opting out of the

face-to-face comprehensive eye examination. A face-to-face eye examination that was performed before a child’s initial enrollment in a public school shall be deemed to satisfy the requirement of this section. The State Board of Education shall adopt rules and regulations under the authority provided in this section to implement the provisions of this section.

The State Department of Education is hereby authorized and empowered to establish a student vision screening program to make eye screening services available to students in Grades K-12 in the public schools in order to detect vision problems which can lead to academic problems. Such eye screening service shall be based on a process that is screening in nature, and not diagnostic, which is intended to identify with a reasonably high probability, students with a wide range of eye problems who should seek the services of an eye care professional for examination, diagnosis and corrective recommendation. Such eye screening service shall provide each student with a report of the student’s screening results to be taken home. Each school shall be provided with a list of the students screened, and their results. Statistical summaries of the screening results shall be provided to each school, and composite statistics by school system, county or district shall be provided to the State Department of Education. The State Department of Education may contract with any legal entity to administer the student vision screening program on the school district level, and such contract shall be let on a competitive basis. State funding for the program shall only be available subject to appropriation by the Legislature.

The school board of any local school district shall cooperate with the State Department of Education and any entity under contract with the department to implement the student face-to-face comprehensive eye examination or vision screening programs established under this section.

SECTION 2.

This act shall take effect and be in force from and after July 1, 2019.

LEGAL REFERENCE: House Bill 1322, 2019 Regular Session

PICAYUNE SCHOOL DISTRICT

706 Goodyear Boulevard
Picayune, Mississippi 39466
601-798-3230
Fax (601) 798-1742

DATE: June, 2020
TO: Parents, Teachers & School Employees
FROM: Dean Shaw, Superintendent
SUBJECT: AHEARA Compliance Notification

In accordance with AHEARA regulations, school districts are required to perform several activities with regard to Asbestos in schools. These activities include an initial asbestos inspection and development of a Management Plan. The Management Plan addresses how identified asbestos containing materials (ACM) will be handled (abated or managed in place).

As part of the Management Plan, schools are also required to provide notification to all parents, teachers, and employees of our ongoing management of ACS's.

To provide continuing management of the asbestos in our schools, all asbestos containing materials (ACM) are inspected every six months by an environmental consulting firm from Jackson, Mississippi. Any changes in the ACM area being recorded in a surveillance report as part of the management plan. Every three years a re-inspection is performed at the schools.

A copy of this surveillance report, along with a copy of the management plan, and all supplementary information is located in the Local Education Agency (LEA) Designee office at each school. In addition, a copy of all management plans for all district schools is maintained in the LEA's office located at 706 Goodyear Blvd. These documents are available for review at either of these locations.