Jackson County School District

Regular Meeting
Monday, November 17, 2025 - 5:00 PM
Our District Office Board Room
4700 Colonel Vickrey
VANCLEAVE, MS 39565

Jackson County School District
Strategic Plan Goals
1. Decreased Safety Incidents 2. Increased Student Achievement 3. Sound Financial Management
4. Improved Facilities and Infrastructure
5. Positive Educational Experience 6. Effective Leadership

Final On 11/14/2025 @ 1:10 p.m.

AGENDA

1. Call to Order
2. Invocation
3. Pledge
4. **Approve Consent Agenda Items**
5. **Approve Agenda**
6. **Minutes**
   - A. **Approve October 13, 2025 Meeting Minutes** **6**
7. **Superintendent of Education**
   - A. Acknowledgements and Announcements
     1. East Central Attendance Center
     2. St. Martin Attendance Center
     3. Vancleave Attendance Center
   - B. Public Comments
   - C. f.y.i. Construction Update- Machado|Patano
   - D. **Approve Recommended Attendance Center Boundary Line Modification Beginning the 2026-2027 School Year** **15**
   - E. **Financial Management**
     1. Discuss October 2025 Monthly Financial Reports {MS 37-9-18} 21
     2. **Approve Purchase of a District Vehicle for Use by Administration** **46**
     3. **Approval of Customer Agreement and Permission to Open New Accounts Necessary to Facilitate the Repurchase Process with Renassant Bank**
     4. **Approve Performance Based Incentive Payments (Policy GBREC)** **48**
     5. **Approve Digital Designs, Inc. Contract** **74**
     6. **Approve Asset Disposal** **93**
     7. **Approve Prepaid Claims Docket** **99**
     8. **Approve Open Claims Docket** **103**
   - F. **Human Resources and Risk Management**
     1. F.Y.I. Workers Compensation 133
     2. **Approve November 2025 Personnel Changes** **134**
   - G. Policies
     1. **Approve Policy ABCE: Oath of Office** **138**
     2. **Approve Policy ADA: School Census** **139**
     3. **Approve Policy AE: School Year (Academic Year)** **140**

4. **Approve Policy AEA School Calendar** **141**
5. **Approve Policy AEAB: Holidays** **142**
6. **Approve Policy AEBA: Extended School Year/Summer School** **143**
7. **Approve Policy AF: School Day** **144**
8. **Approve Policy AFA: Flag Display** **145**
9. **Approve Policy AFC: Authority for Emergency Closings** **146**
10. **Approve Policy IC: Curriculum Development** **147**
11. **Approve Policy ICA: Curriculum Development Resources/Equipment and Supplies Selection and Adoption** **148**
12. **Approve Policy ABCC: Board Member Term of Office** **150**
13. **Approve Policy ABCD: Method of Election** **151**
14. **Approve Policy ABCDA: Board Member Unexpired Term Fulfillment** **152**
15. **Approve Policy IFG: Early Graduation** **153**
16. **Approve Policy ICHI: Literacy Based Promotion** **154**
17. **Approve Policy EDDAA: Transporting Students to Events in Vehicles Other Than Buses** **156**
18. **Approve Policy EDDA: Special Use of School Buses** **157**
19. **Rescind Policy ABCD-E(1): Method of Election** **158**
20. **Rescind Policy ADB: Average Daily Attendance** **160**
21. **Present/Approve Policy KBA: Publics Right to Know** **161**
22. Present Policy GFAEI: Job Description: Information Systems Specialist 165
23. Present Policy DJEAB Purchasing Procedures 166
24. Present Policy GFABS: Job Description: Fab Lab Manager 168
25. Present Policy CO: Administrative Reports 170
26. Present Policy EDAH: Bus Idling/Idle Reduction for Buses 171
27. Present Policy GAC: Staff Decision Making/Staff Community Relations 172
28. Present Policy GAGAA: Nepotism In Supervision of Staff Prohibited 173
29. Present Policy JCD: Alternative School Program 174
30. Present Policy IGAA: Student Religious Liberties to Adopt 178
31. Present Policy GFBK: Director of Operations and Support to Rescind 181
32. Present Policy GFBEB: Job Description: Bus Aide 183
33. Present Policy GFAEJ: Job Description: Student and Technology Support Manager 184
34. Present Policy GFAEN: Job Description School Technology Leader 186
35. Present Policy GFAEK: Job Description: Diagnostic Technician 188

H. **Curriculum and Instruction**
1. **Curriculum**
   A. Present Jackson County School District 2026/2027 Student & Teacher Calendar 189
   B. **Approve 2026 Jackson County School Test Security Plans** **190**
2. **Special Education**
3. **Student Services/Federal Programs**
   A. **Approve FY26 EL and Immigrant Manual** **312**
   B. **Approve FY26 Homeless and Foster Care Manual** **358**
   C. **Approve FY26 Federal Programs Fiscal and Programmatic Manual** **393**

D. f.y.i. Monthly School Improvement Board Reports for ATSI Schools: SMEE, SMUE, and SMMS 638
E. **Approve FY26 Title I, II, IV & Cost Pool Funding and Planning Applications** **652**
F. *f.y.i.* Highlights of the FY26 Title I, II, IV, and Cost Pool Funding *810*
G. *f.y.i.* FY25 and FY26 Title Funding Comparison Chart *812*

4. **Career and Technology**

I. **Operations and Support**
1. **Operations**
A. **Approve Operations Request to Purchase Two New Fleet Trucks** **813**
B. **Approve Contract to Allow MP Design to Design Classroom Expansions at ECUE, SMUE, and VUE** **816**
2. **Information Technology**
3. **Food Services**
A. f.y.i. October 2025 Free and Reduced Percentages 820
B. f.y.i. October 2025 Average Daily Breakfast and Lunch Participation 821

J. **16th Section Leases**
1. f.y.i. Past Due Leases 822
2. **Approve Cancellation of William Reed Lease** **823**
3. **Approve Lease Agreement with Jones Physical Therapy SL 60620** **828**
4. **Approve Cancellation of David Holbert Lease** **844**
5. **Approve Lease Agreement with TK&G, LLC SL 6760** **849**

K. **Contracts and Agreements**
1. **Approve VLE Parent Academy MOU with The University of Mississippi** **862**
2. **Approve 2025-2026 Jackson County School District Student Transfer/Release Requests**
3. **Approve 2026 Board Calendar** **864**
4. **Approve ECUE Donated Items Form** **865**
5. **Approve Facility Usage Form-MS Gulf Coast Football Super Bowl** **866**
6. **Approve SMUE Renaissance Reading Subscription Quote** **867**
7. **Approve VHS/VMS Dance Team Matching Grant** **874**
8. **Approve SMUE Gym Facilities Use Agreement for Basketball** **879**
9. **Approve Facilities Use for Vancleave Youth Basketball League at VHS and VMS Gyms** **881**
10. **Approve SMEE Retirement Resolution for Amy Smith** **884**
11. **Approve ECHS Band Matching Grant** **885**
12. **Approve ECHS Athletic Matching Grant-Softball Fence** **891**
13. **Approve SMAC Softball Matching Grant** **897**
14. **Approve Retirement Resolution for J. Keith Lee** **910**
15. **Approve Retirement Resolution for Jory Howell** **911**

L. **Fundraisers and Donations**
1. **Approve Fundraiser Request for Educators Rising - CTE Student Organization** **912**
2. **Approve SMHS Fundraiser For Steam Booster Club** **914**

3. **Approve SMHS Fundraiser For PTO** **916**
4. **Approve SMEE Fundraiser For School Mall** **918**
5. **Approve SMAC Online Fundraiser For Archery** **922**
6. **Approve SMAC Archery Kids Camp Fundraiser** **924**
7. **Approve SMAC Donation Fundraiser For Archery** **926**
8. **Approve SMHS Fundraiser For Prom** **928**
9. **Approve ECHS FFA Fundraiser Authorization-Southern Heritage Meat Sale** **929**
10. **Approve SMHS Diamond Girls Fundraisers** **930**
11. **Approve ECUE Fundraiser Authorization-Santa Secret Shop** **932**
12. **Approve SMAC Fundraisers For Softball** **933**
13. **Approve SMAC SMMS Softball Fundraisers** **936**
14. **Approve SMHS Fundraiser For Broadcasting** **939**
15. **Approve ECHS Baseball Fundraiser Authourization-Donation/Forman** **940**
16. **Approve VMS Bookfair Fundraiser** **941**
17. **Approve SMHS Fundraisers For Culinary Arts** **943**
18. **Approve Fundraiser VMS NJHS After School Dance** **945**
19. **Approve ECHS Student Council Fundraiser Authorization-Worlds Finest Chocolate** **947**
20. **Approve ECHS Cheerleader Fundraiser Authorization-Bingo** **948**
21. **Approve ECMS Fundraiser Authorization-PLTW/Robotics** **949**
22. **Approve VLE Literati Book Fair Fundraiser** **950**
23. **Approve ECMS Science Department Fundraiser Authorization-Fall Festival Pizza** **953**
24. **Approve ECMS Dream Fundraiser Authorization-Light Up Christmas Tree** **954**

M. **Travel Request**

1. **Approve Travel Request for 2025 AMTESOL Conference**
2. **Approve ECHS Girls Basketball Team Travel Request**
3. **Approve Travel Request for SMNE to Attend 2025 MCA Conference**
4. **Approve SMAC Boys Golf Travel Request for State Tournament**
5. **Approve SMAC Girls Golf Travel Request**
6. **Approve ECHS Travel Request—Girls & Boys Golf Team**
7. **Approve SMHS Travel Request For MS Theatre Association State Theatre Festival-Competition**
8. **Approve Travel Request for Technology to Attend TCEA Convention**
9. **Approve Travel Request for VMS to Attend 2025 MCA Conference**
10. **Approve Travel Request for Technology to Attend MECA Conference**
11. **Approve SMEE Travel Request For 2nd Grade Gifted Students Field Trip**
12. **Approve ECAC Travel Request to Attend MHSAA State Cheer & Dance Championship**
13. **Approve Travel Request for Technology to Attend Howard Conference & Expo**
14. **Approve Travel Request for Child Nutrition to Attend Legislative Action Conference**
15. **Approve Superintendent Travel Request to Attend MASS 2026 Winter Conference**
16. **Approve Travel Request for Technology to Attend November Mississippi Educational Technology Leaders Association Conference**

17. **Approve Travel Request for JCTC to Attend Educators Rising State Conference**
18. **Approve Travel Request for JCTC to Visit Delgado Community College**
19. **Approve Travel Request for JCTC to Attend SkillsUSA Region 5 Competition**

N. **Approve Consent Agenda**

O. f.y.i. Superintendent Update 955

P. **Closed Session**

Q. **Executive Session**

1. Student Discipline
2. Legal/Personnel Matters

JACKSON COUNTY BOARD OF EDUCATION MINUTES

Regular Session

Monday, October 13, 2025

A Regular Session of the Board of Trustees of Jackson County School District was held Monday, October 13, 2025, beginning at 5:00 PM at the East Central Middle School Library, 21725 Slider Road, Moss Point, Mississippi.

Members Present:

J. Keith Lee	**Chairman**
Jory Howell	**Vice Chairman**
Amy A. Peterson	**Secretary**
Deanna Smith	**District 1**
Lea Bailey	**District 2**
David Baggett	**Superintendent**
Jack Pickett, Esq.	**Board Attorney**

Those present were: See attached sign in sheet.

Board Chairman Lee called the meeting to order at 5:03 p.m.

Board Member Howell gave the invocation. Board Member Smith led the pledge.

CONSENT AGENDA: Motion by Board Member Howell, Second by Board Member Peterson to approve the consent agenda as presented, with the following vote taken:

Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Aye
Board Member Bailey	Aye
Board Member Smith	Aye

Item	7	D-3	Approve Asset Surplus
Item	7	D-4	Accept EEF Asset Donation
Item	7	E-1	Approve Affidavits for Breach of Contract
Item	7	E-3	Approve Agreement and Resolution to Join Mississippi Municipal Workers Compensation Group
Item	7	E-4	Approve October 2025 Personnel Changes
Item	7	F-1	Approve Policy AA: School District Legal Status
Item	7	F-2	Approve Policy AAA: School District Liability Exemptions
Item	7	F-3	Approve Policy EB: Building and Grounds Management
Item	7	F-4	Approve Policy EBBC: Emergency Drills
Item	7	F-5	Approve Policy EBBC-R: Emergency Management – Disaster Plans
Item	7	F-6	Approve Policy EDC: Bus Safety Program
Item	7	F-7	Approve Policy EDD: Student Transportation Management Scheduling And Routing

Item	7	E-8	Approve Policy EDDAC: Video Surveillance
Item	7	E-9	Approve Policy AB School Board Legal Status
Item	7	E-10	Approve Policy ABA: Authority
Item	7	E-11	Approve Policy ABBA: General Home Rule Authority
Item	7	E-12	Approve Policy ABC: Board Member Legal Status
Item	7	E-13	Approve Policy ABCB: Board Member Qualifications
Item	7	E-14	Approve Policy EBHB: Hunting and Fishing Leases
Item	7	E-15	Approve Policy ED: Bus Drivers
Item	7	E-16	Approve Policy EE: Food Services Management
Item	7	E-17	Approve Policy IAC: Virtual Learning Days
Item	7	E-18	Approve Policy GGA: Salary Scale: Assistant Superintendent
Item	7	E-19	Approve Policy GGBD: Salary Scale: Assistants and Aides
Item	7	E-20	Approve Policy GGBJA School Nurse and GGBJB Occupational/ Physical Therapist: Salary Scales
Item	7	E-21	Approve Policy GGBT: Salary Scale Substitutes
Item	7	E-22	Rescind Policy ABCA: Number of Board Members
Item	7	E-23	Rescind Policy EDE: Transportation Services
Item	7	E-24	Rescind Policy EDDBA: Traffic and Parking Controls
Item	7	E-25	Rescind Policy EBHAAA: Authorized Use of School Equipment and Property Operation
Item	7	E-26	Rescind Policies: Principal Job Descriptions: GRBA, GFBB, and GFBC
Item	7	G-1B	Approve 2025-2026 JCSD Student Handbook Revised
Item	7	G-1C	Approve Jackson County School District Dropout Prevention Plan for 2025-2026
Item	7	G-2A	Approve the Project Application for the Implementation of the Special Education Program in MCAPS
Item	7	G-4A	Approve JCTC Office Assistant Position Change from 4 Hours Per Day to 8 Hours Per Day
Item	7	G-4B	Approve Laser System Donated by PGSD to JCSD FabLab
Item	7	H-1A	Approve SMAC Football Bleachers Certificate of Substantial Completion
Item	7	H-1B	Approve Request to Jackson County Board of Supervisors to Waive Permitting Fees for the East Central High School Track Restroom Project
Item	7	H-1C	Approve Request to Jackson County Board of Supervisors to Waive Permitting Fees for the St. martin Middle School Reroofing Project
Item	7	H-1D	Approve SMAC Certificate of Substantial Completion for Football Restrooms and Concessions
Item	7	H-1E	Approve SMAC Change Order for CTE Expansion
Item	7	H-1F	Approve ECHS Bloxx Building Contract-Track Restroom Container
Item	7	H-2A	Approve Request of Renewal for Transcript Software
Item	7	J-1	Approve SMHS Contract for Graduation at MS Coast Coliseum
Item	7	J-2	Approve Coast Coliseum and Convention Center Rental Agreement for VHS Graduation
Item	7	J-3	Approve ECHS Graduation Contract- MS Coast Coliseum
Item	7	J-4	Approve Student Transfer/Release Requests for 2025-2026
Item	7	J-5	Approve SMMS Retirement Resolution for Tricia Jackson
Item	7	J-7	Approve SMMS SmartPass
Item	7	J-8	Approve ECHS Prom Venue Contract
Item	7	J-9	Approve Facilities Use Form for VHS Cafeteria

Item	7	J-10	Approve ECLE/ECUE Quaver Music Proposal
Item	7	J-11	Approve SMEE Quote for Edclub
Item	7	J-12	Approve ECHS Facility Usage Form- Twirling Competition Rochelle Havard
Item	7	J-13	Approve ECHS Facility Usage- ECY Basketball
Item	7	J-14	Approve CHEM-Aqua Renewal Agreement for Water Treatment Program
Item	7	J-15	Approve VHS baseball Matching Grant
Item	7	K-1	Approve ECHS Boys Basketball Fundraiser Authorization- Donation Game Wear
Item	7	K-2	Approve SMHS Cheer Fundraiser
Item	7	K-3	Approve SMEE Fall Book Fair Fundraiser
Item	7	K-4	Approve SMEE Kona Ice Fundraiser
Item	7	K-5	Approve ECHS Fundraiser Authorization- Kona Ice
Item	7	K-6	Approve ECHS Baseball Fundraiser Authorization-Chevron Donation
Item	7	K-7	Approve SMAC Fundraiser for Girls Basketball
Item	7	K-8	Approve SMAC Fundraiser for Girls Soccer
Item	7	K-9	Approve SMAC Fundraiser for Girls Soccer
Item	7	L-1	Approve Travel Request for Technology to Attend Mississippi School Board Association Fall Leadership Conference
Item	7	L-2	Approve Travel Request for VHS Choir Director to Attend MS Music Educators Association Conference
Item	7	L-3	Approve Travel Request for Gifted to Attend MAGC Conference
Item	7	L-4	Approve Emergency Travel Request for VHS Dance Coach to Attend MHSAA Spirit Conference
Item	7	L-5	Approve SMAC Travel Request for Mississippi Music Educators Association Conference
Item	7	L-6	Approve Travel Request for Technology to Attend the Mississippi Educational Technology Leaders Association Conference
Item	7	L-7	Approve ECMS Travel Request- MSTA Conference
Item	7	L-8	Approve Travel Request for New CTE Instructors to Attend New Teacher Institute Training Session 1
Item	7	L-9	Approve ECHS Travel Request 2026 Southeast ACT Summit
Item	7	L-10	Approve Travel Request for VHS to Attend the ACT Summit
Item	7	L-11	Approve Travel Request for Technology to Attend 2026 TCEA Convention And Exposition
Item	7	L-12	Approve SM Athletics Travel Request for State Swim Meet
Item	7	L-13	Approve SMHS Travel Request to Attend Mobile International Festival
Item	7	L-14	Approve SMHS Travel Request for Mobile International Festival
Item	7	L-15	Approve SMHS Travel Request for 2025 All Service Raider National Conference
Item	7	L-16	Approve Travel Request for VHS Band to Attend Bandmasters
Item	7	L-17	Approve SMHS Travel Request for Southeast ACT Summit
Item	7	L-18	Approve SMHS Travel Request for 2026 Southeast ACT Summit
Item	7	L-19	Approve SMAC Travel Request for Cross Country State Meet
Item	7	L-20	Approve SMAC Travel Request for MS Bandmasters Association State Band Clinic
Item	7	L-21	Approve Travel Request for NTI Regional Session 1
Item	7	L-22	Approve ECHS Travel Request-FFA National Convention

Item	7	L-23	Approve SMHS Travel Request for MS Scholastic Press Conference
Item	7	L-24	Approve Travel Request for ECHS to Attend State Golf Tournament
Item	7	L-25	Approve SMHS Travel Request for The Max Experience Conference
Item	7	L-26	Approve SMHS Travel Request for Booker T Washington Brain Bowl
Item	7	L-27	Approve Travel Request for SMHS to Attend LA State Raider Competition

Approve Agenda, Motion by Board Member Howell, Seconded by Board Member Bailey, with the following vote taken:

Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Aye
Board Member Bailey	Aye
Board Member Smith	Aye

Approve September 8, 2025 Meeting Minutes, Motion by Board Member Peterson, Seconded by Board Member Smith, with the following vote taken:

Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Aye
Board Member Bailey	Aye
Board Member Smith	Aye

Acknowledgements and Announcements

Public Comments

f.y.i.- Construction Update- Machado|Patano

Approve FY25 Final Amended Budget, Motion by Board Member Bailey, Seconded by Board Member Howell, with the following vote taken:

Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Abstain
Board Member Bailey	Aye
Board Member Smith	Aye

Discuss September 2025 Monthly Financial Reports {MS 37-9-18}

Approve Prepaid Claims Docket, Motion by Board Member Peterson, Seconded by Board Member Smith, with the following vote taken:

Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Aye
Board Member Bailey	Aye
Board Member Smith	Aye

Approve Open Claims Docket, Motion by Board Member Howell, Seconded by Board Member Peterson, with the following vote taken:

Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Aye
Board Member Bailey	Aye
Board Member Smith	Aye

f.y.i. Worker's Compensation

Present Policy ABCE: Oath of Office
Present Policy ADA: School Census
Present Policy AE: School Year (Academic Year)
Present Policy AEA: School Calendar
Present Policy AEAB: Holidays
Present Policy AEBA: Extended School Year/Summer school
Present Policy AF: School Day
Present Policy AFA: Flag Display
Present Policy AFC: Authority for Emergency Closing
Present Policy IC: Curriculum Development
Present Policy ICA: Curriculum Development Resources/Equipment and Supplies Selection and Adoption
Present Policy ABCC: Board Member Term of Office
Present Policy ABCD: Method of Election
Present Policy ABCD-E1: Method of Election
Present Policy ABCDA: Board member Unexpired Term Fulfillment
Present to Adopt Policy EDDAA: Transporting Students to Events in Vehicles Other than Buses
Present to Adopt Policy ICHI: Literacy Based Promotion
Present to Adopt Policy IFG: Early Graduation
Present to Rescind Polic ADB: Average Daily Attendance
Present to Adopt Policy EDDA: Special Use of School Buses

f.y.i. Discuss Jackson County School District Accountability Data Presentation for 2024-2025

f.y.i.- September 2025 Average Daily Breakfast and Lunch Participation

f.y.i.- September 2025 Free and Reduced Percentages

16th SECTION:

f.y.i. – 16th Section Past Due Leases

Approve Grant Funding for Maintenance on 16th Section Properties, Motion by Board Member Peterson, Seconded by Board Member Bailey, with the following vote taken:

Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Aye
Board Member Bailey	Aye
Board Member Smith	Aye

Present 2026 Board Calendar

Approve Consent Agenda, Motion by Board Member Smith, Seconded by Board Member Peterson, to approve consent agenda, with the following vote taken:

Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Aye
Board Member Bailey	Aye
Board Member Smith	Aye

Approve Asset Surplus
Accept EEF Asset Donation
Approve Affidavits for Breach of Contract
Approve Agreement and Resolution to Join Mississippi Municipal Worker's Compensation Group
Approve October 2025 Personnel Changes
Approve Policy AA: School District Legal Status
Approve Policy AAA: School District Liability Exemptions
Approve Policy EB: Building and Grounds Management
Approve Policy EBBC: Emergency Drills
Approve Policy EBBC-R: Emergency Management- Disaster Plans
Approve Policy EDC: Bus Safety Program
Approve Policy EDD: Student Transportation Management Scheduling and Routing
Approve Policy EDDAC: Video Surveillance
Approve Policy AB School Board Legal Status
Approve Policy ABA: Authority
Approve Policy ABBA: General Home Rule Authority
Approve Policy ABC: Board Member Legal Status
Approve Policy ABCB: Board Member Qualifications
Approve Policy EBHB: Hunting and Fishing Leases
Approve Policy ED: Bus Drivers
Approve Policy EE: Food Services Management
Approve Policy IAC: Virtual Learning Days
Approve Policy GGA: Salary Scale Assistant Superintendent

Approve Policy GGBD: Salary Scale Assistants and Aides
Approve Policy GGBJA: School Nurse and GGBJB Occupational/Physical Therapist: Salary Scale
Approve Policy GGBT: Salary Scale Substitutes
Approve Policy ABCA: Number of Board Members
Rescind Policy EDE: Transportation Services
Rescind Policy EDDBA: Traffic and Parking Controls
Rescind Policy BHAAAA: Authorized Use of School Equipment and Property Operation
Rescind Policies: Principal Job Descriptions: GFBA, GFBB, and GFBC
Approve 2025-2026 JCSD Student Handbook Revised
Approve Jackson County School District Dropout Prevention Plan for 2025-2026
Approve the Project Application for the implementation of the Special Education Program in MCAPS
Approve JCTC Office Assistant Position Change from 4 Hours Per Day to 8 Hours Per Day
Approve Laser System Donated by PCSD to JCSD FabLab
Approve SMAC Football Bleachers Certificate of Substantial Completion
Approve Request to Jackson County Board of Supervisors to Waive Permitting Fees for the East Central High School Track Restroom Project
Approve Request to Jackson County Board of Supervisors to Waive Permitting Fees for the St. Martin Middle School Reroofing Project
Approve SMAC Certificate of Substantial Completion for Football Restrooms and Concessions
Approve SMAC Change Order for CTE Expansion
Approve ECHS Bloxx Building Contract- Track Restroom Container
Approve Request of Renewal for Transcript Software
Approve SMHS Contract for Graduation at MS Coast Coliseum
Approve Coast Coliseum and Convention Center Rental Agreement for VHS Graduation
Approve ECHS Graduation Contract- MS Coast Coliseum
Approve Student Transfer/Release Requests for 2025-2026
Approve SMMS Retirement Resolution for Tricia Jackson
Approve SMMS SmartPass
Approve ECHS Prom Venue Contract
Approve Facilities Use Form for VHS Cafeteria
Approve ECLE/ECUE Quaver Music Proposal
Approve SMEE Quote for Edclub
Approve ECHS Facility Usage Form- Twirling Competition Rochelle Havard
Approve ECHS Facility Usage- ECY Basketball
Approve CHEM-AQUA Renewal Agreement for Water Treatment Program
Approve VHS Baseball Matching Grant
Approve ECHS Boys Basketball Fundraiser Authorization- Donation Game Wear
Approve SMHS Cheer Fundraiser
Approve SMEE Fall Book Fair Fundraiser
Approve SMEE Kona Ice Fundraiser
Approve ECHS Fundraiser Authorization- Kona Ice
Approve ECHS Baseball Fundraiser Authorization- Chevron Donation
Approve SMAC Fundraiser for Girls Basketball
Approve SMAC Fundraiser for Girls Soccer
Approve SMAC Fundraiser for Girls Soccer

Approve Travel Request for Technology to Attend Mississippi School Board Association Fall Leadership Conference
Approve Travel Request for VHS Choir Director to Attend MS Music Educators Association Conference
Approve Travel Request for Gifted to Attend MAGC Conference
Approve Emergency Travel Request for VHS Dance Coach to Attend MHSAA Spirit Conference
Approve SMAC Travel Request for Mississippi Music Educators Association Conference
Approve Travel Request for Technology to Attend the Mississippi Educational Technology Leaders Association Conference
Approve ECMS Travel Request- MSTA Conference
Approve Travel Request for New CTE Instructors to Attend New Teacher Institute Training Session 1
Approve ECHS Travel Request- 2026 Southeast ACT Summit
Approve Travel Request for VHS to Attend the ACT Summit
Approve Travel Request for Technology to Attend 2026 TCEA Convention and Exposition
Approve SM Athletics Travel Request for State Swim Meet
Approve SMHS Travel Request to Attend Mobile International Festival
Approve SMHS Travel Request for Mobile International Festival
Approve SMHS Travel Request for 2025 All Service Raider National Conference
Approve Travel Request for VHS Band to Attend Bandmasters Association
Approve SMHS Travel Request for Southeast ACT Summit
Approve SMHS Travel Request for 2026 Southeast ACT Summit
Approve SMAC Travel Request for Cross Country State Meet
Approve SMAC Travel Request MS Bandmasters Association State Band Clinic
Approve SMMS Travel Request for NTI Regional Session 1
Approve ECHS Travel Request- FFA National Convention
Approve SMHS Travel Request for MS Scholastic Press Conference
Approve Travel Request for ECHS to Attend State Golf Tournament
Approve SMHS Travel Request for The Max Experience Conference
Approve SMHS Travel Request for Booker T Washinton Brain Bowl
Approve Travel Request for SMHS to Attend LA State Raider Competition

Closed Session, Motion by Board Member Bailey, Seconded by Board Member Howell to go into Closed Session at 6:14 p.m., with the following vote taken:

Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Aye
Board Member Bailey	Aye
Board Member Smith	Aye

Executive Session, Motion by Board Member Smith, Seconded by Board Member Bailey, to exit closed session and enter Executive Session at 6:20 p.m., with the following vote taken:

Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Aye
Board Member Bailey	Aye
Board Member Smith	Aye

Student Discipline Case 1:25-26, Hearing conducted on recommendation for alternative school placement.

Legal/Personnel Matters:

Executive Session, Motion by Board Member Bailey, Seconded by Board Member Howell, to exit Executive Session at 7:29 p.m., with the following vote taken:

Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Aye
Board Member Bailey	Aye
Board Member Smith	Aye

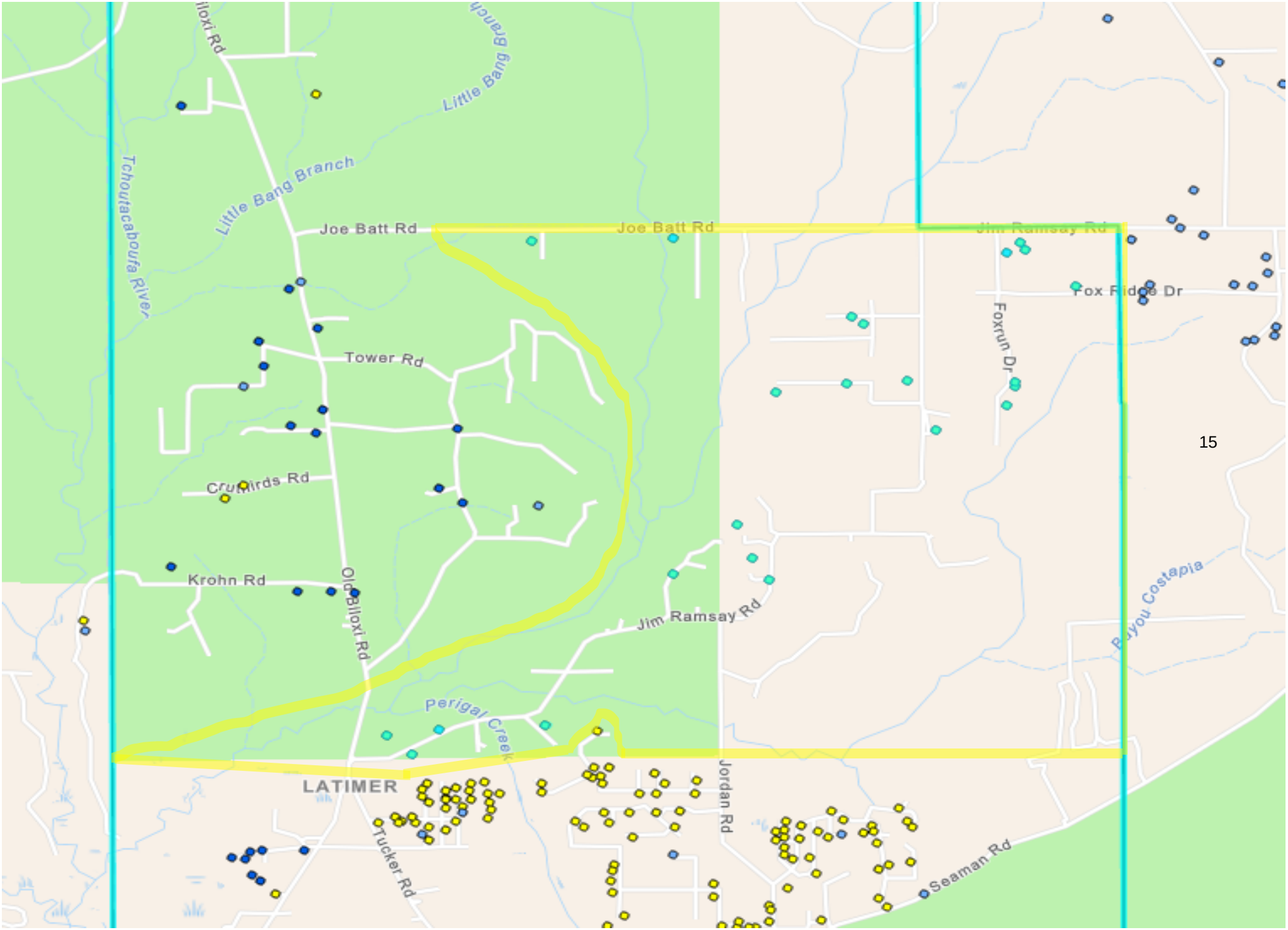
There being no further business to come before the Board at this time, a motion was made by Board Member Smith, Seconded by Board Member Bailey, to adjourn at 7:29 p.m. with the following vote taken:

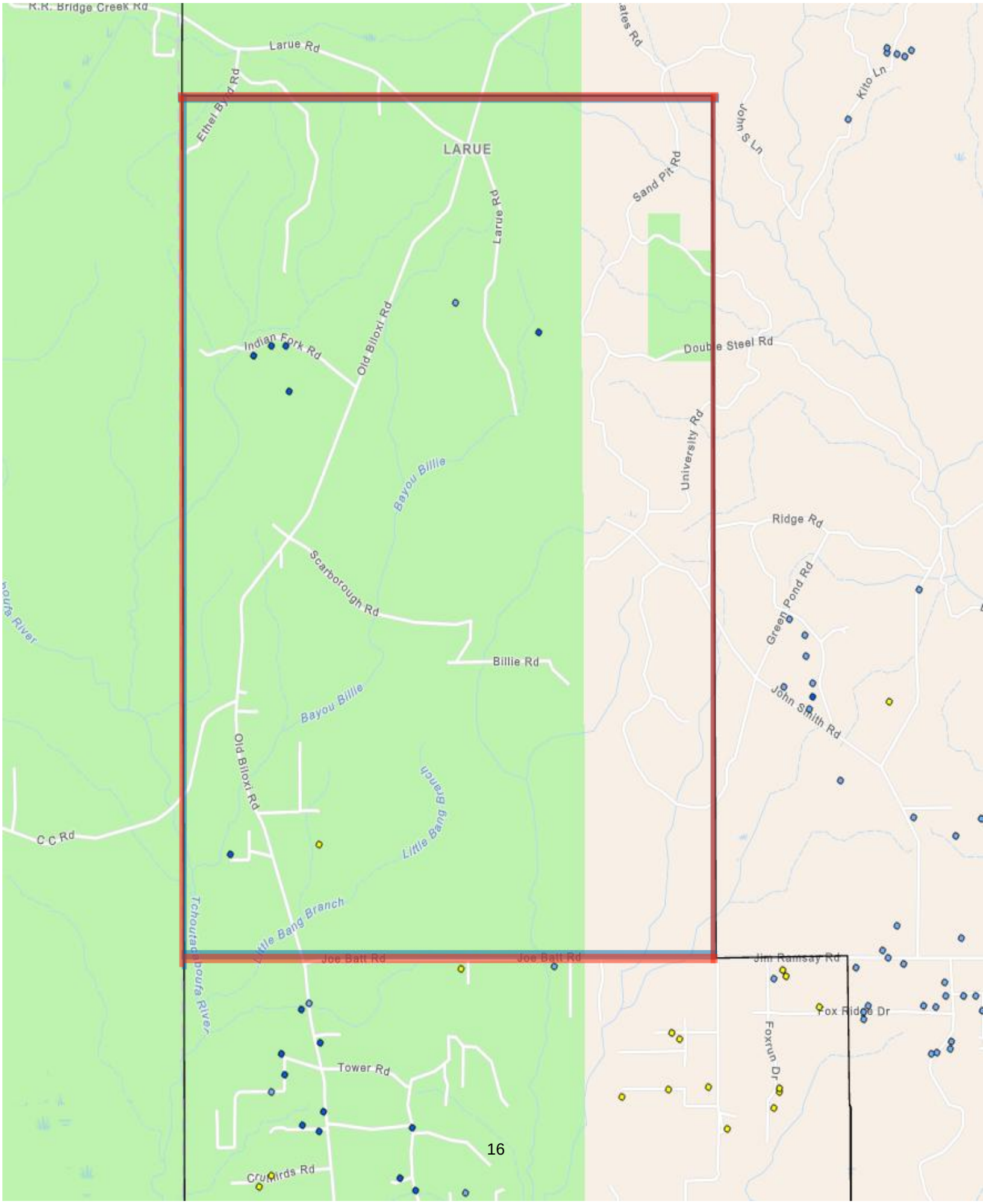
Board Member Lee	Aye
Board Member Howell	Aye
Board Member Peterson	Aye
Board Member Bailey	Aye
Board Member Smith	Aye

Meeting adjourned 7:29 p.m.

J. Keith Lee, Chairman

Attested by Amy Peterson, Board Secretary


Little Bang Branch
Joe Batt Rd
Joe Batt Rd
Tchoutacabouffa River
Tower Rd
Crumbirds Rd
Krohn Rd
Old Biloxi Rd
Jim Ramsay Rd
Perigal Creek
LATIMER
Tucker Rd
Jordan Rd
Seaman Rd
Foxrun Dr
Fox Ridge Dr
Bayou Costapia


R.R. Bridge Creek Rd
Larue Rd
Ethel Byrd Rd
LARUE
Larue Rd
Old Biloxi Rd
Indian Fork Rd
Bayou Billie
Scarborough Rd
Billie Rd
Bayou Billie
Old Biloxi Rd
Little Bang Branch
C C Rd
Little Bang Branch
Tchoutacabouffa River
Joe Batt Rd
Joe Batt Rd
Tower Rd
Crumbirds Rd
Sand Pit Rd
John S Ln
Kito Ln
Double Steel Rd
University Rd
Ridge Rd
Green Pond Rd
John Smith Rd
Jim Ramsay Rd
Fox Ridge Dr
Foxrun Dr

Jackson County School District
EAST CENTRAL ST. MARTIN VANCLEAVE
DAVID BAGGETT, SUPERINTENDENT

4700 COLONEL VICKREY ROAD
POST OFFICE BOX 5069
VANCLEAVE, MISSISSIPPI 39565-5069

Office: 228-283-3000
Email: David.Baggett@jcsd.ms

MEMORANDUM

TO: Board of Education

FROM: David Bagget, Superintendent

DATE: November 12 ,2025

RE: School/Attendance Center Boundary Line Modifications

After careful review of current enrollment trends and recent residential development, I am recommending adjustments to specific attendance boundaries within the St. Martin and Vancleave Attendance Centers.

First, I recommend modifying the lower elementary boundary lines within the St. Martin Attendance Center. This change is designed to alleviate the rapid housing growth in the St. Martin East Elementary zone and to balance student enrollment between St. Martin East and St. Martin North Elementary Schools. The proposed modification will impact 22 current students.

Second, I recommend adjusting the attendance boundary between the St. Martin and Vancleave Attendance Centers. This modification will help address the continued residential growth affecting the St. Martin community. Specifically, I propose reassigning all areas north of Joe Batt Road from the St. Martin Attendance Zone to the Vancleave Attendance Zone. This modification will affect 30 students.

Two separate meetings were held to explain why we are recommending changes and address any questions or concerns regarding the boundary modifications. Both proposed changes are illustrated in the attached maps for the Board's review and consideration.

Jackson County School District

Date: October 29, 2025

St. Martin North and St. Martin East Boundry Line Proposal Meeting

Please Sign In:

1 Rueben Danielle Taylor
2 Taylor Arch
3 Cali Carter
4 Tiffany Brosh
5 Christy Reed
6 Brian Reed
7 Paul Amacker
8 Tanisha Anderson
9
10 Ashley Eubanks
11 Blakney Jimerson
12 Shelby Seymour
13 O. J. JACKSON JR
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36

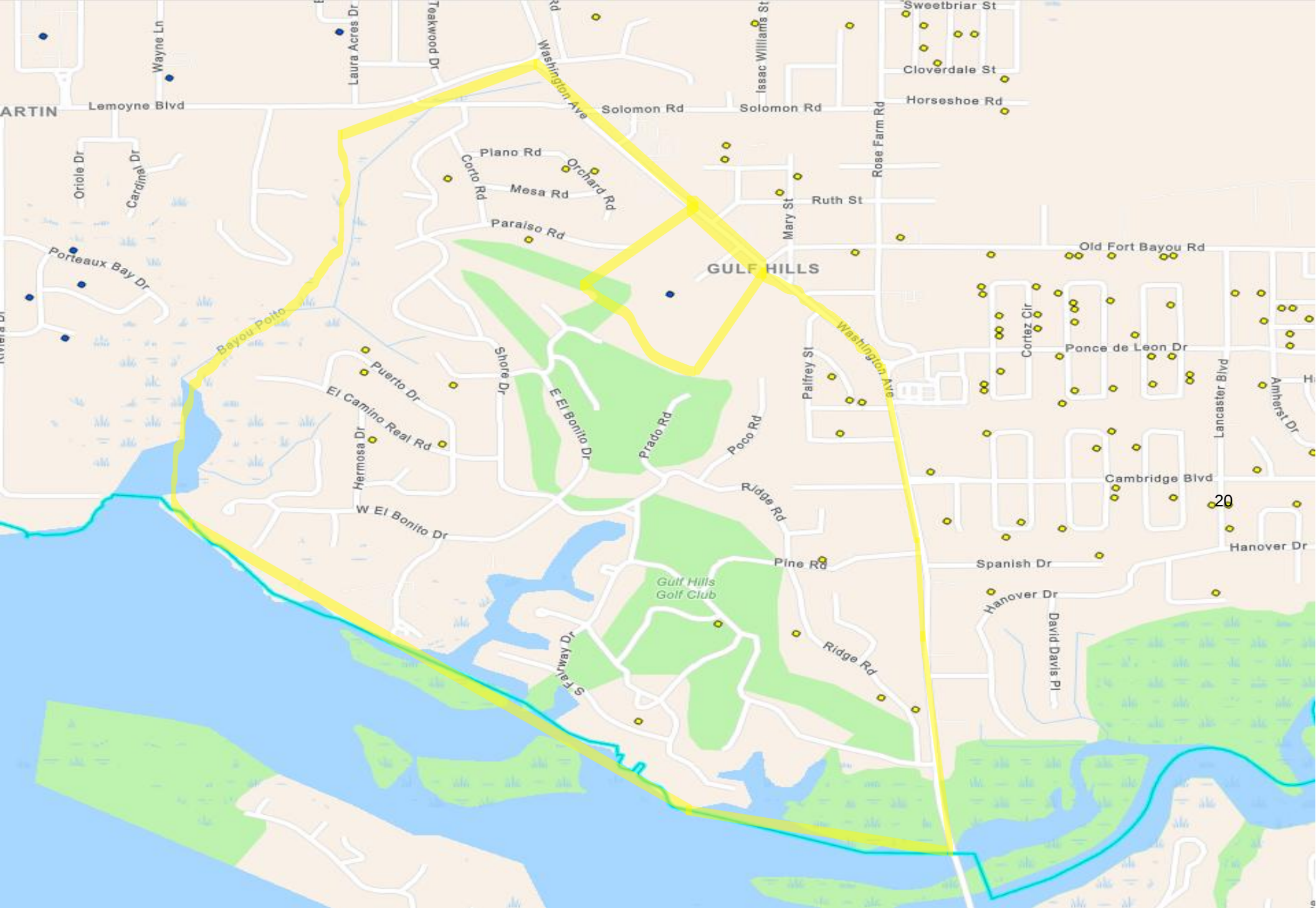
Jackson County School District

Date: November 11, 2025

St. Martin and Vancleave Attendance Center Boundary Line Proposal Metting

Please Sign In:

1. Casa Webster for Brittany Webster
2. Lisa Seymour
3. Natalie Seymour
4. Casey + Erica Wilson
5. Alicia Jones
6. David Bryant
7. GERALD BARTZ
8. Jeremy + Lisa Waits
9. Lily? Mike Wilson
10. Jaimie Mason
11. Mytram Seymour
12. Holly Lefort
13. Katie Smith
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.
31.
32.
33.
34.
35.
36.
37.
38.


Wayne Ln
Laura Acres Dr
Teakwood Dr
Washington Ave
Issac Williams St
Sweetbriar St
Cloverdale St
Horseshoe Rd
ARTIN
Lemoyne Blvd
Solomon Rd
Solomon Rd
Rose Farm Rd
Oriole Dr
Cardinal Dr
Plano Rd
Corto Rd
Orchard Rd
Mesa Rd
Paraiso Rd
Mary St
Ruth St
Old Fort Bayou Rd
Porteaux Bay Dr
GULF HILLS
Bayou Pollo
Cortez Cir
Ponce de Leon Dr
Washington Ave
Palfrey St
Puerto Dr
Shore Dr
E El Bonito Dr
Prado Rd
Poco Rd
El Camino Real Rd
Hermosa Dr
Lancaster Blvd
Amherst Dr
Cambridge Blvd
Ridge Rd
W El Bonito Dr
Hanover Dr
Pine Rd
Spanish Dr
Gulf Hills
Golf Club
Hanover Dr
David Davis Pl
S Fairway Dr
Ridge Rd

JACKSON COUNTY SCHOOL DISTRICT
SCHOOL DEPOSITORIES
October 31, 2025

ACCOUNT TITLES	BANK BALANCE	AVAILABLE BALANCE
RENASANT BANK ACCOUNTS @		
JCSD 16TH Section Account	$4,775,649.50	$4,775,649.50
JCSD Child Nutrition	$3,963,684.70	$3,963,809.20
JCSD District Account	$15,742,899.18	$15,843,769.55
JCSD EEF FOR CTE - 2022 SENATE BILL 3011	$0.06	$0.06
JCSD EEF FOR CTE - 2023 HB 603	$1,074,036.33	$1,074,036.33
JCSD EEF FOR SMH - 2023 HB 603	$4.63	$4.63
JCSD East Central Activity Fund	$460,831.12	$460,831.12
JCSD St. Martin Activity Fund	$565,639.37	$566,178.37
JCSD Vancleave School Activity Fund	$335,511.38	$337,711.38
JCSD Technology Center Activity Fund	$18,257.97	$18,257.97
JCSD FAB LAB Activity Fund	$102,787.58	$102,937.58
VHS SB2468	$16,865.64	$16,865.64
JCSD AP Clearing Account	$65,520.60	$0.00
JCSD PR Clearing Account	$818,302.74	$9,443.05
CASH ON HAND-VANCLEAVE SCHOOL ACTIVITY FUND	$0.00	$3,000.00
CASH ON HAND-ST MARTIN SCHOOL ACTIVITY FUND	$0.00	$4,000.00
CASH ON HAND-EAST CENTRAL SCHOOL ACTIVITY FUND	$0.00	$2,000.00
CASH ON HAND-FOOD SERVICE	$0.00	$1,450.00
TOTALS	$27,939,990.80	$27,179,944.38
	Marathon Trial Balance	$27,181,233.74

-$1,289.36

BANK RECONCILIATION

Account: 16th Section
Month Ending: October 31, 2025

Balance Per Bank:	$	4,775,649.50	General Ledger Balance:	$	4,775,649.50
Outstanding Deposits:	$	-			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	4,775,649.50			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

BANK RECONCILIATION

Account:	Child Nutrition
Month Ending:	October 31, 2025

Balance Per Bank:	$	3,963,684.70	General Ledger Balance:	$	3,963,809.20
Outstanding Deposits:	$	124.50			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	3,963,809.20			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount
Chargeback - K Bang	2/26/2025		$ 20.00				

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount
NSF - CP	10/2/2025		$ 30.00				
NSF - CP	10/8/2025		$ 35.00				
NSF - MG	10/24/2025		$ 39.50				

BANK RECONCILIATION

Account:	Depository	
Month Ending:	October 31, 2025	

Balance Per Bank:	$	15,742,899.18	General Ledger Balance:	$	15,843,769.55
Outstanding Deposits:	$	100,870.37			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	15,843,769.55			

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount

Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount
Interest Due From AP	10/31/25		1,493.85
Interest Due From PR	10/31/25		1,207.52

Name or Description	Date	Check # or Journal #	Amount
Loan To PR - State Tax paid 2x	10/31/25		98,169.00

BANK RECONCILIATION

Account:	EEF FOR CTE - HOUSE BILL 603 (2910)				
Month Ending:	October 31, 2025				
Balance Per Bank:	$	1,074,036.33	General Ledger Balance:	$	1,074,036.33
Outstanding Deposits:	$	-			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	1,074,036.33			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount
							25

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

BANK RECONCILIATION

Account:	EEF FOR CTE - 22 SENATE BILL 3011 (2092)				
Month Ending:	October 31, 2025				
Balance Per Bank:	$	0.06	General Ledger Balance:	$	0.06
Outstanding Deposits:	$	-			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	0.06			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

BANK RECONCILIATION

Account:	EEF FOR SMH - HOUSE BILL 603 (2911)				
Month Ending:	October 31, 2025				
Balance Per Bank:	$	4.63	General Ledger Balance:	$	4.63
Outstanding Deposits:	$	-			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	4.63			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount
							27

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

BANK RECONCILIATION

Account:	VHS SB2468 (2912)				
Month Ending:	October 31, 2025				
Balance Per Bank:	$	16,865.64	General Ledger Balance:	$	16,865.64
Outstanding Deposits:	$	-			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	16,865.64			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount
							28

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

BANK RECONCILIATION

Account:	East Central Activity				
Month Ending:	October 31, 2025				
Balance Per Bank:	$	460,831.12	General Ledger Balance:	$	460,831.12
Outstanding Deposits:	$	-			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	460,831.12			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

BANK RECONCILIATION

Account:	St. Martin Activity				
Month Ending:	October 31, 2025				
Balance Per Bank:	$	565,639.37	General Ledger Balance:	$	566,178.37
Outstanding Deposits:	$	539.00			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	566,178.37			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount

Name or Description	Date	Check # or Journal #	Amount
			30

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount

Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount

Name or Description	Date	Check # or Journal #	Amount
GoFan: 10/20-10/26	10/31/2025	202526686	$ 539.00

BANK RECONCILIATION

Account:	Vancleave Activity
Month Ending:	October 31, 2025

Balance Per Bank:	$	335,511.38	General Ledger Balance:	$	337,711.38
Outstanding Deposits:	$	2,200.00			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	337,711.38			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount

Name or Description	Date	Check # or Journal #	Amount

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount

Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount

Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount
GoFan 10/20-1026	10/30/2025		2,200.00

Name or Description	Date	Check # or Journal #	Amount

BANK RECONCILIATION

Account:	JCTC Activity				
Month Ending:	October 31, 2025				
Balance Per Bank:	$	18,257.97	General Ledger Balance:	$	18,257.97
Outstanding Deposits:	$	-			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	18,257.97			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

BANK RECONCILIATION

Account:	FABLAB Activity				
Month Ending:	October 31, 2025				
Balance Per Bank:	$	102,787.58	General Ledger Balance:	$	102,937.58
Outstanding Deposits:	$	150.00			
Outstanding Checks:	$	-	Variance:	$	-
Reconciled Balance per Bank:	$	102,937.58			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount

Name or Description	Date	Check # or Journal #	Amount

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount

Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount
	07/26/22	276	$ 150.00

Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount

Name or Description	Date	Check # or Journal #	Amount

BANK RECONCILIATION

Account:	AP Clearing				
Month Ending:	October 31, 2025				
Balance Per Bank:	$	65,520.60	General Ledger Balance:	$	-
Outstanding Deposits:	$	(1,497.47)			
Outstanding Checks:		$64,023.13	Variance:	$	-
Reconciled Balance per Bank:	$	-			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount
Outstanding Paper Checks			$ -				$ -

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount
Outstanding Paper Checks			$ 45,568.87	Outstanding ComData Checks			$ 18,636.84
Credit not included in CC File	10/14/25	100010511	$ (210.60)	Singing River Elec	8/12/25	100010355	0.02
Voided 11/4	11/4/25	29898	$ 28.00				

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount
WELLS FARGO IFI ACCTVERIFY 251007	10/7/25		$ (0.67)	Interest due to District	0/31/25		$ (1,493.85)
COCONINO FCU AC ACCTVERIFY 251009	10/9/25		$ (0.86)	NFCU ACCT VERIFY	10/20/25		$ (0.54)
SoFi BANK ACCT VERIFY	10/17/25		$ (1.32)	CARVANA	10/21/25		(0.01)
GOLDMAN SACHS ACCR VERIFY	10/27/25		$ (0.22)				

BANK RECONCILIATION

Account:	PR Clearing
Month Ending:	October 31, 2025

Balance Per Bank:	$	818,302.74	General Ledger Balance:	$	9,443.05
Outstanding Deposits:	$	(1,207.52)			
Outstanding Checks:	$	807,652.17	Variance:	$	0.00
Reconciled Balance per Bank:	$	9,443.05			

Outstanding Checks (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount
Paper Checks			$ -				

Outstanding Checks (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount
Outstanding Checks			$ 807,652.17				

Outstanding Deposits (prior fiscal years)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount

Outstanding Deposits (current fiscal year)

Name or Description	Date	Check # or Journal #	Amount	Name or Description	Date	Check # or Journal #	Amount
				Interest due to District	10/31/25		$ (1,207.52)

JACKSON COUNTY SCHOOL DISTRICT
Budget Status Report

Report Date: 11/07/2025 Begin Account: 000-0000-000-000-00-0000

Period: 4 - 10/01/2025 - 10/31/2025 End Account: 999-9999-999-999-99-9999

Fund: All

Fund	Fund Balance (7/1/2025)	Anticipated Revenue	YTD Collected Revenue	YTD Uncollected Revenue	MTD Collected Revenue	Anticipated Expenditures	YTD Expenditures	YTD Unexpended	MTD Expenditures	YTD Adjust	MTD Adjust	Actual Fund Balance	Projected Fund Balance
1120 - DISTRICT MAINTENANCE	22,274,086.03	94,971,416.00	20,115,977.89	74,855,438.11	5,905,164.19	95,690,540.05	23,019,464.38	72,671,075.67	7,688,993.53	0.00	0.00	19,370,599.54	21,554,961.98
1121 - INSURANCE RESERVE	7,039,669.78	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7,039,669.78	7,039,669.78
1130 - SPECIAL EDUCATION	0.00	8,209,594.55	1,906,491.60	6,303,102.95	658,645.66	8,232,518.55	1,907,383.97	6,325,134.58	658,642.06	0.00	0.00	(892.37)	(22,924.00)
1140 - ALTERNATIVE SCHOOL	0.00	476,486.01	116,381.84	360,104.17	38,483.78	476,486.01	116,381.84	360,104.17	38,482.98	0.00	0.00	0.00	0.00
1145 - AT RISK	0.00	696,617.12	206,810.67	489,806.45	80,072.06	847,229.12	206,810.67	640,418.45	80,072.06	0.00	0.00	0.00	(150,612.00)
1152 - EAST CENTRAL ACTIVITY	390,304.38	214,331.67	213,003.67	1,328.00	24,633.86	597,247.61	140,476.93	456,770.68	47,848.44	0.00	0.00	462,831.12	7,388.44
1153 - ST MARTIN ACTIVITY	431,975.38	267,857.75	266,497.53	1,360.22	76,394.61	664,191.46	128,294.54	535,896.92	40,593.84	0.00	0.00	570,178.37	35,641.67
1154 - VANCLEAVE ACTIVITY	265,515.76	180,668.65	175,172.17	5,496.48	51,956.77	444,360.40	100,392.55	343,967.85	25,256.21	0.00	0.00	340,295.38	1,824.01
1155 - JCTC ACTIVITY	13,879.23	8,132.55	8,132.55	0.00	518.59	20,310.07	3,753.81	16,556.26	2,165.50	0.00	0.00	18,257.97	1,701.71
1156 - FABLAB ACTIVITY	111,065.15	8,995.73	3,490.73	5,505.00	382.17	109,156.78	11,618.30	97,538.48	972.87	0.00	0.00	102,937.58	10,904.10
1840 - 16TH SECTION INTEREST	3,893,256.16	350,000.00	155,606.89	194,393.11	28,720.85	303,236.89	19,133.76	284,103.13	4,769.34	0.00	0.00	4,029,729.29	3,940,019.27
1841 - 16TH SECTION INTEREST 16-4-9	1,275.85	0.00	5.09	(5.09)	0.71	1,270.99	1,000.00	270.99	0.00	0.00	0.00	280.94	4.86
1842 - 16TH SECTION INTEREST 16-5-9	11,835.60	4,300.00	112.33	4,187.67	30.40	5,000.00	0.00	5,000.00	0.00	0.00	0.00	11,947.93	11,135.60
1843 - 16TH SECTION INTEREST 16-6-5	48,187.09	5,500.00	3,485.86	2,014.14	131.49	12,000.00	0.00	12,000.00	0.00	0.00	0.00	51,672.95	41,687.09

JACKSON COUNTY SCHOOL DISTRICT
Budget Status Report

Fund	Fund Balance (7/1/2025)	Anticipated Revenue	YTD Collected Revenue	YTD Uncollected Revenue	MTD Collected Revenue	Anticipated Expenditures	YTD Expenditures	YTD Unexpended	MTD Expenditures	YTD Adjust	MTD Adjust	Actual Fund Balance	Projected Fund Balance
1844 - 16TH SECTION INTEREST 16-6-6	17,993.23	1,600.00	1,780.40	(180.40)	50.32	2,500.00	0.00	2,500.00	0.00	0.00	0.00	19,773.63	17,093.23
1845 - 16TH SECTION INTEREST 16-6-9	3,220.14	0.00	30.56	(30.56)	8.27	0.00	0.00	0.00	0.00	0.00	0.00	3,250.70	3,220.14
1846 - 16TH SECTION INTEREST 16-7-6	88.52	0.00	0.85	(0.85)	0.23	0.00	0.00	0.00	0.00	0.00	0.00	89.37	88.52
1847 - 16TH SECTION INTEREST 16-7-7	7,392.45	0.00	70.16	(70.16)	18.99	0.00	0.00	0.00	0.00	0.00	0.00	7,462.61	7,392.45
1848 - 16TH SECTION INTEREST 16-7-8	86,646.71	7,500.00	817.42	6,682.58	222.56	16,000.00	0.00	16,000.00	0.00	0.00	0.00	87,464.13	78,146.71
1849 - 16TH SECTION INTEREST 16-7-9	7,937.80	0.00	75.34	(75.34)	20.39	0.00	0.00	0.00	0.00	0.00	0.00	8,013.14	7,937.80
1850 - 16TH SECTION INTEREST 16-8-7	118.07	0.00	1.12	(1.12)	0.30	0.00	0.00	0.00	0.00	0.00	0.00	119.19	118.07
1901 - MEDICAID SBAC FUND	99,732.74	60,000.00	0.00	60,000.00	0.00	163,536.06	36,684.86	126,851.20	8,893.14	0.00	0.00	63,047.88	(3,803.32)
1902 - COMDATA NETWORK	64,893.97	25,000.00	9,548.70	15,451.30	1,800.81	85,863.14	0.00	85,863.14	0.00	0.00	0.00	74,442.67	4,030.83
1903 - ENERGY CLASS PRIZE 2023	138,177.41	0.00	0.00	0.00	0.00	138,177.41	0.00	138,177.41	0.00	0.00	0.00	138,177.41	0.00
1925 - TECHNOLOGY FUND	0.00	3,748,085.54	1,569,650.51	2,178,435.03	357,557.81	3,754,611.54	1,570,045.28	2,184,566.26	357,557.81	0.00	0.00	(394.77)	(6,526.00)
1935 - FAB LAB JACKSON COUNTY	0.00	183,819.75	13,700.00	170,119.75	0.00	183,819.75	61,030.58	122,789.17	12,943.22	0.00	0.00	(47,330.58)	0.00
1993 - PAYROLL CLEARING FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

JACKSON COUNTY SCHOOL DISTRICT
Budget Status Report

Fund	Fund Balance (7/1/2025)	Anticipated Revenue	YTD Collected Revenue	YTD Uncollected Revenue	MTD Collected Revenue	Anticipated Expenditures	YTD Expenditures	YTD Unexpended	MTD Expenditures	YTD Adjust	MTD Adjust	Actual Fund Balance	Projected Fund Balance
1994 - ACCOUNTS PAYABLE CLEARING FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2090 - EXTENDED SCHOOL YEAR	2,591.26	2,500.00	(19,205.41)	21,705.41	0.00	11,630.25	11,630.25	0.00	0.00	0.00	0.00	(28,244.40)	(6,538.99)
2092 - WORKFORCE ENHANCEMENT (SB 3011)	16,106.43	0.00	92.91	(92.91)	0.06	16,199.28	16,199.28	0.00	51.86	0.00	0.00	0.06	(92.85)
2110 - SCHOOL FOOD SERVICE	3,509,396.41	5,682,385.00	1,737,359.17	3,945,025.83	677,391.59	7,286,557.71	2,053,052.52	5,233,505.19	738,893.01	0.00	0.00	3,193,703.06	1,905,223.70
2135 - SUMMER FEEDING - 2025	210,486.98	0.00	899,863.59	(899,863.59)	0.00	250,526.75	250,526.75	0.00	0.00	0.00	0.00	859,823.82	(40,039.77)
2211 - TITLE I - A 84.010A	0.00	2,439,341.23	305,684.69	2,133,656.54	169,199.49	1,923,125.06	569,510.67	1,353,614.39	173,282.17	0.00	0.00	(263,825.98)	516,216.17
2213 - TITLE I-1003(a) SCHOOL IMPROVEMENT	0.00	510,471.23	65,465.33	445,005.90	45,403.76	456,883.97	102,826.59	354,057.38	37,361.26	0.00	0.00	(37,361.26)	53,587.26
2290 - TITLE I COST POOL	0.00	208,762.44	35,708.00	173,054.44	9,522.25	203,002.83	48,775.80	154,227.03	12,414.61	0.00	0.00	(13,067.80)	5,759.61
2410 - EEF - BUILDINGS AND BUSES	554,776.38	282,856.00	70,713.00	212,143.00	23,571.00	766,665.38	0.00	766,665.38	0.00	0.00	0.00	625,489.38	70,967.00
2511 - TITLE II, PART A 84.367A	0.00	644,339.66	68,832.34	575,507.32	33,950.25	644,034.15	156,164.64	487,869.51	37,537.36	0.00	0.00	(87,332.30)	305.51
2594 - ESSER II 84.425D	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2598 - ESSER III 84.425U	0.00	0.00	83,748.39	(83,748.39)	0.00	83,748.40	83,748.39	0.01	0.00	0.00	0.00	0.00	(83,748.40)
2609 - ARP HOMELESS II 84.425W	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2610 - IDEA PART B 84.027A	0.01	2,386,515.88	10,331.99	2,376,183.89	2,135.00	2,382,599.87	579,842.46	1,802,757.41	264,919.39	0.00	0.00	(569,510.46)	3,916.02
2620 - IDEA PART C 84.173A	0.00	66,778.41	0.00	66,778.41	0.00	63,837.99	16,840.40	46,997.59	5,125.17	0.00	0.00	(16,840.40)	2,940.42

JACKSON COUNTY SCHOOL DISTRICT
Budget Status Report

Fund	Fund Balance (7/1/2025)	Anticipated Revenue	YTD Collected Revenue	YTD Uncollected Revenue	MTD Collected Revenue	Anticipated Expenditures	YTD Expenditures	YTD Unexpended	MTD Expenditures	YTD Adjust	MTD Adjust	Actual Fund Balance	Projected Fund Balance
2630 - POSITIVE BEHAVIOR SPECIALIST (PBS-FEDERAL ONLY)	0.00	20,304.76	0.00	20,304.76	0.00	20,304.76	4,580.17	15,724.59	1,502.12	0.00	0.00	(4,580.17)	0.00
2711 - CTE - BASIC FUND (LOCAL & STATE)	0.01	2,834,073.58	719,431.32	2,114,642.26	228,907.40	2,959,151.27	719,523.15	2,239,628.12	228,917.40	0.00	0.00	(91.83)	(125,077.69)
2712 - CTE - BASIC FUND (FEDERAL)	0.00	141,638.82	0.00	141,638.82	0.00	204,222.86	36,158.10	168,064.76	9,793.97	0.00	0.00	(36,158.10)	(62,584.04)
2811 - TITLE IV, PART A 84.424B	0.00	102,194.19	7,640.03	94,554.16	3,176.55	75,704.44	14,596.25	61,108.19	5,540.70	0.00	0.00	(6,956.22)	26,489.75
2820 - UNEMPLOYMENT COMP. REVOLVING	174,299.49	0.00	0.00	0.00	0.00	42,500.00	0.00	42,500.00	0.00	0.00	0.00	174,299.49	131,799.49
2830 - FORESTRY ESCROW FUND	152,804.97	5,000.00	2,467.10	2,532.90	274.01	57,000.00	2,160.00	54,840.00	0.00	0.00	0.00	153,112.07	109,804.97
2901 - BLUE CROSS BLUE SHIELD GRANT	4.24	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.24	4.24
2902 - MDEQ VW DIESEL EMISSIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2903 - MDEQ DERA GRANT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2906 - EDUCABLE CHILD	0.00	100,000.00	(17,135.93)	117,135.93	0.00	100,000.00	2,298.69	97,701.31	1,965.33	0.00	0.00	(19,434.62)	0.00
2907 - POSITIVE BEHAVIOR SPECIALIST (PBS-STATE)	18.91	9,137.15	0.00	9,137.15	0.00	9,137.15	2,003.79	7,133.36	657.17	0.00	0.00	(1,984.88)	18.91
2908 - EDUCATIONAL INTERPRETER (STATE ONLY)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2910 - 2023 HOUSE BILL 603 (CTE)	3,061,569.83	10,000.00	21,523.61	(11,523.61)	3,203.35	3,076,048.08	2,009,057.11	1,066,990.97	444,482.74	0.00	0.00	1,074,036.33	(4,478.25)
2911 - 2023 HOUSE BILL 603 (SMH)	5,500.39	1,000.00	44.02	955.98	4.63	5,539.78	5,539.78	0.00	4,287.83	0.00	0.00	4.63	960.61

JACKSON COUNTY SCHOOL DISTRICT
Budget Status Report

Fund	Fund Balance (7/1/2025)	Anticipated Revenue	YTD Collected Revenue	YTD Uncollected Revenue	MTD Collected Revenue	Anticipated Expenditures	YTD Expenditures	YTD Unexpended	MTD Expenditures	YTD Adjust	MTD Adjust	Actual Fund Balance	Projected Fund Balance
2912 - 2024 SENATE BILL 2468 (VCH)	16,743.07	0.00	169.65	(169.65)	42.86	16,869.86	47.08	16,822.78	0.00	0.00	0.00	16,865.64	(126.79)
2913 - FY25 MDE Spec AG Grant	112.05	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	112.05	112.05
2940 - ROTC	0.00	175,357.98	9,560.85	165,797.13	0.00	175,357.98	59,845.72	115,512.26	14,961.43	0.00	0.00	(50,284.87)	0.00
2941 - HUMAN EXPLORATION ROVER	0.00	0.00	0.00	0.00	997.39	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2942 - TRANSITION PARTNERSHIP PROGRAM (MDRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2943 - MDRS DISABLED ASSISTANCE	1,106.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,106.00	1,106.00
2980 - SPARKLIGHT	1,122.32	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,122.32	1,122.32
2981 - GULF COAST COMMUNITY FOUNDATION INC	46.64	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	46.64	46.64
2982 - AMERICAN HEART ASSOCIATION	418.90	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	418.90	418.90
2983 - SINGING RIVER ELECTRIC COOPERATIVE	2,371.16	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,371.16	2,371.16
2984 - ALLSTAR ORTHOPEDICS, PLLC	1,235.53	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,235.53	1,235.53
2985 - MS RESTAURANT ASSN EDUC FDN	516.96	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	516.96	516.96
2986 - INGALLS GRANT	4,887.03	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,887.03	4,887.03
2988 - PLTW-VMS	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.25	0.25

JACKSON COUNTY SCHOOL DISTRICT
Budget Status Report

Fund	Fund Balance (7/1/2025)	Anticipated Revenue	YTD Collected Revenue	YTD Uncollected Revenue	MTD Collected Revenue	Anticipated Expenditures	YTD Expenditures	YTD Unexpended	MTD Expenditures	YTD Adjust	MTD Adjust	Actual Fund Balance	Projected Fund Balance
3027 - CONTRUCTION AND IMPROVEMENTS	8,083,769.98	5,129,446.00	66,210.87	5,063,235.13	17,995.14	10,078,995.90	644,906.64	9,434,089.26	371,788.09	0.00	0.00	7,505,074.21	3,134,220.08
3028 - 3 MILL CONSTRUCTION 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4024 - THREE MILL NOTE 2019	2,701,394.69	2,037,731.00	119,584.29	1,918,146.71	54,678.27	3,300,250.00	1,603,125.00	1,697,125.00	0.00	0.00	0.00	1,217,853.98	1,438,875.69
4027 - THREE MILL NOTE 2012	217.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	217.13	217.13
7211 - 16-4-9 PRINCIPAL FUND	11,102.50	3,500.00	105.37	3,394.63	28.52	0.00	0.00	0.00	0.00	0.00	0.00	11,207.87	14,602.50
7212 - 16-5-9 PRINCIPAL FUND	390.02	0.00	3.70	(3.70)	1.00	0.00	0.00	0.00	0.00	0.00	0.00	393.72	390.02
7213 - 16-6-5 PRINCIPAL FUND	123,195.33	0.00	1,169.24	(1,169.24)	316.46	0.00	0.00	0.00	0.00	0.00	0.00	124,364.57	123,195.33
7214 - 16-6-6 PRINCIPAL FUND	7,182.36	0.00	68.16	(68.16)	18.45	0.00	0.00	0.00	0.00	0.00	0.00	7,250.52	7,182.36
7215 - 16-6-9 PRINCIPAL FUND	455.15	0.00	4.32	(4.32)	1.17	0.00	0.00	0.00	0.00	0.00	0.00	459.47	455.15
7216 - 16-7-6 PRINCIPAL FUND	1,529.06	0.00	14.52	(14.52)	3.93	0.00	0.00	0.00	0.00	0.00	0.00	1,543.58	1,529.06
7217 - 16-7-7 PRINCIPAL FUND	288,627.18	0.00	2,739.35	(2,739.35)	741.41	0.00	0.00	0.00	0.00	0.00	0.00	291,366.53	288,627.18
7218 - 16-7-8 PRINCIPAL FUND	38,237.56	0.00	362.91	(362.91)	98.22	0.00	0.00	0.00	0.00	0.00	0.00	38,600.47	38,237.56
7219 - 16-7-9 PRINCIPAL FUND	3,018.42	0.00	28.64	(28.64)	7.75	0.00	0.00	0.00	0.00	0.00	0.00	3,047.06	3,018.42
7220 - 16-8-7 PRINCIPAL FUND	2,038.75	0.00	19.35	(19.35)	5.24	0.00	0.00	0.00	0.00	0.00	0.00	2,058.10	2,038.75
7221 - JCSD 16TH SECTION PRINCIPAL	205,921.33	0.00	1,954.40	(1,954.40)	528.97	0.00	0.00	0.00	0.00	0.00	0.00	207,875.73	205,921.33

JACKSON COUNTY SCHOOL DISTRICT
Budget Status Report

Fund	Fund Balance (7/1/2025)	Anticipated Revenue	YTD Collected Revenue	YTD Uncollected Revenue	MTD Collected Revenue	Anticipated Expenditures	YTD Expenditures	YTD Unexpended	MTD Expenditures	YTD Adjust	MTD Adjust	Actual Fund Balance	Projected Fund Balance
7310 - PAYROLL CLEARING FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7350 - STUDENT AGENCY ACCT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7500 - ACCOUNTS PAYABLE CLEARING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000 - GEN FIXED ASSETS ACCOUNT GROUP	99,113,784.16	0.00	0.00	0.00	0.00	0.00	(1,938,142.19)	1,938,142.19	(141,388.29)	0.00	0.00	101,051,926.35	99,113,784.16
9000 - GEN LONG-TERM DEBT LEDGER	(107,474,644.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(107,474,644.00)	(107,474,644.00)
	45,729,586.29	132,213,238.65	28,961,403.65	103,251,835.00	8,497,018.94	145,957,949.55	34,377,288.51	111,580,661.04	11,179,284.32	0.00	0.00	40,313,701.43	31,984,875.39

JACKSON COUNTY SCHOOL DISTRICT				Marathon powered by CA - Jackson Co. FY26 (ageiser)				11/4/2025 5:42:23 PM					
Cash Flow													
	July	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**Total**
Cash													
Cash on Hand	138,115.14	5,267,307.35	4,956,219.80	872,585.54	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,234,227.83
Total Cash	138,115.14	5,267,307.35	4,956,219.80	872,585.54	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,234,227.83
Actual Revenue													
Ad Valorem Collections	0.00	631,492.52	533,832.91	954,514.14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,119,839.57
Other Taxes	46,155.77	9,372.85	69,464.64	79,500.63	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	204,493.89
Tuition	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interest Revenue	39,036.21	11,710.77	15,432.17	147,309.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	213,488.15
Community Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous	18,447.40	49,689.74	7,930.73	9,453.29	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	85,521.16
Homestead Reimbursement	0.00	0.00	0.00	339,475.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	339,475.00
Drivers' Education	(13,881.12)	13,881.12	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAEP	3,962,025.00	4,355,600.00	4,350,713.74	4,351,533.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,019,872.34
Ad Valorem Reduction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other State	0.00	0.00	17,018.43	139.29	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,157.72
Master Teacher	22,913.00	22,913.00	22,913.00	22,913.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	91,652.00
Rail Car Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Heavy Truck Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Rental Car Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E-Rate	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TVA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Inception of Capital Lease	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal	724.90	112.00	556.88	326.24	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,720.02
Insurance Loss Recoveries	0.00	910.09	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	910.09
Sale of Property	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Transfers In	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06/30/26 Receivables	1,185,831.46	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,185,831.46
Total Actual Revenue	5,261,252.62	5,095,682.09	5,017,862.50	5,905,164.19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	21,279,961.40
Actual Expenditures													
1120 - Payroll	754,909.89	4,687,914.98	4,685,961.80	4,718,838.90	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14,847,625.57
Accounts Payable	329,003.22	682,841.47	1,394,255.17	1,594,025.48	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,000,125.34
1120 - Transfers Out	0.00	0.00	3,060,182.25	1,363,666.71	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,423,848.96
Interfund Loans	(948,223.21)	(2,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(950,223.21)
Total Actual Expenditures	135,689.90	5,368,756.45	9,140,399.22	7,676,531.09	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,321,376.66
Grand Total	5,263,677.86	4,994,232.99	833,683.08	(898,781.36)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,192,812.57

FUND BALANCE & CONSTRUCTION UPDATE
FOR MONTH ENDING OCTOBER 31, 2025

Projected FY25 Ending General Fund

Prior	Current	Target
22.27%	20.38%	10%

**Excludes $6M insurance reserve*

Capital Balances (actual less encumbered):

General Construction	6,400,136.12
16th Section Interest	4,026,671.29
Total	10,426,807.41

Revenue and Budget Update: Amber Geiser

SUMMARY OF FUND BALANCE BY MONTH

	Fund Balance	Anticipated Revenue	% of Revenue
Jun-24	18,612,080.57	91,034,621.86	21.55%
Jul-24	23,184,863.71	92,310,182.26	25.12%
Aug-24	21,636,906.44	92,310,182.26	23.44%
Sep-24	19,633,866.25	92,310,182.26	21.27%
Oct-24	17,595,422.18	92,310,182.26	19.06%
Nov-24	15,596,051.51	92,310,182.26	16.90%
Dec-24	14,539,967.43	92,310,182.26	15.75%
Jan-25	16,131,273.07	92,310,182.26	17.48%
Feb-25	31,891,832.77	92,310,182.26	34.55%
Mar-25	40,487,344.27	92,310,182.26	43.86%
Apr-25	37,524,635.01	92,310,182.26	40.65%
May-25	36,238,513.64	92,332,690.88	39.25%
Jun-25	27,373,496.31	92,332,690.88	29.65%
Jul-25	31,356,817.04	94,811,416.00	33.07%
Aug-25	23,084,573.32	94,811,416.00	24.35%
Sep-25	21,118,749.98	94,811,416.00	22.27%
Oct-25	19,321,981.82	94,811,416.00	20.38%

MISSISSIPPI DEPARTMENT OF EDUCATION

APPLICATION TO PURCHASE VEHICLES OTHER THAN SCHOOL BUSES

The Jackson County **Board of Education, located in** Vancleave**, Mississippi, on the** 17 **day of** November**, 20**25**, in a legally called and constituted meeting, voted to purchase vehicles other than school buses. This Board of Education took this official action to authorize the Superintendent to procure said vehicle(s) below. This action, as spread upon the minutes of the meeting of this Board of Education on the above date, should be construed as evidence of obligation of this Board of Education to purchase said vehicle(s) below in accordance with all statutory requirements.**

Method of Payment

Cash ■ or Loan* ☐

*If a loan, under what authority or how will the district repay the loan?

VEHICLE INFORMATION

Only vehicles with identical descriptions shall be submitted on the same form.

Year/Make/Model				
2026			Pupil Transportation Service Vehicle	☐
			General Maintenance Service Vehicle	☐
Number to be Purchased	Diesel	☐	Faculty, Staff, Administrative Travel	✔
1	Gasoline	✔	Driver Education	☐
	Electric	☐	Other: (List) _____	☐

NEW ■ **USED** ☐ **TOTAL COST PER VEHICLE: $** 39244.00

How is the vehicle being purchased? State Contract ■ Quote ☐

Attach supporting documents to this application.

Mississippi Department of Education shall not approve the purchase of vehicles other than school buses to be used for the transportation of students to and from school or related events.

School District Completes This Section

As Superintendent of this school district, I certify that the purchase of this vehicle complies with current general purchase laws and that this vehicle shall be properly identified as required by Miss Code Ann. § 25-1-87.

Superintendent's Signature and Date	Superintendent's Name (print)
	David Baggett

Mississippi Department of Education Completes This Section

Based on the information contained within this application, the local school board is authorized to order, to take delivery of, and pay for the vehicle(s) listed above.

Pupil Transportation Administrator Signature and Date:

STANDARD/OPTIONAL EQUIPMENT FORM **2025-2026 State Vehicle Contract**

DESCRIPTION: TRUCK STD CREW CAB 4 WHEEL DR 8CYL
VENDOR: Kirk Auto World
ITEM NO.: **070-48523110**
MAKE/MODEL 2026 Dodge Ram 1500
ENGINE:
PRICE INCLUDING TITLE FEE: **$38,972.00**

Miles Per Gallon	
City	
Hwy	
Combined	

Contract No:	8200083382
Contact Person	WES HERRING
Phone:	601-503-4534
Toll Free:	
Fax:	WES@KIRKAUTOMOTIVE.COM
	RANDYS@KIRKAUTOMOTIVE.COM

LIST FACTORY COLORS AVAILABLE AT **NO** CHARGE:
BRIGHT WHITE
LIST FACTORY COLORS AT **ADDITIONAL** CHARGE: $272
Billet Silver Granite
Black Crystal Forged Blue
Hydro Blue

WARRANTY INFORMATION:
5 YR 100000 MILE
Delivery: $2.25 per mile from dealership to agency
Delivery Method: Vehicle will be driven by a dealership employee
Vendor Liability: Vendor is liable for any damages that occur during delivery
until the vehicle arrives at the agency destination and is accepted by the agency
Agency Inspection: Agency shall conduct a full inspection of the vehicle prior to acceptance of delivery

ITEM	OPTION CODE	DEALER COST	REQ. OPTION CODE
List optional engines:			
V-8 HEMI	27A	$ 2,664.00	
Air Conditioner:Factory installed w/ tinted glass	**INC**		
Bumper: standard front; heavy duty step type rear	**INC**		
Engine 6 or 8 cycl;gasoline	**INC**		
Power Brakes	**INC**		
Power Steering	**INC**		
Radio, AM/FM	**INC**		
Transmission: Automatic	**INC**		
Power windows and door locks	**INC**		
Tilt/Cruise Control	**INC**		
Keyless Entry	**INC**		

OPTIONS		OPTION CODE	DEALER COST	REQ CODES
TRAILER BRAKE CONTROL		XHC	272	
33 GALLON FUEL TANK		NFF	409	
BLACK SIDE STEPS		MRU	640	

Memo

To: JCSD School Board

From: Amber Geiser, Business Manager

cc: David Baggett, Superintendent

Date: November 17, 2025

Re: Request for Approval of Performance-Based Incentive Payments (Policy GBREC)

It is recommended that the Board of Trustees approve the disbursement of **Performance-Based Incentive Payments** for all eligible full-time certified and non-certified employees, as outlined in **Board Policy GBREC** based on the district's overall accountability rating for the 2024-2025 school year.

Background and Policy Alignment

The Mississippi Department of Education (MDE) announced the **Jackson County School District (JCSD)** received an overall accountability rating of **"A"** for the 2024-2025 school year. This rating triggers the eligibility for incentive payments under Board Policy GBREC.

Policy GBREC allows for the following payments upon an "A" rating, contingent upon the Board's finding of adequate funding:

Full-Time Certified Employees $1,100.00

Full-Time Non-Certified Employees $500.00

Finding of Adequate Funding

The Administration has reviewed the district's financial position and has identified that **adequate funding is available** within the 2025-2026 Approved Budget to cover the total cost of these performance-based incentive payments.

Payment Details and Eligibility

1. **Payment Date:** All approved incentive payments will be made via a **single payment on January 16, 2026**.

2. **Attached list includes all eligible employees.** Any employee on this list that separates from the district prior to the board approved payment date, will forfeit eligibility.

Certified Employee Incentive List

EmployeeID	Employee	Amount
6529	ACOSTA, MICHELLE L	1,100.00
8440	AHERN, ASHLEY MARIE	1,100.00
36	AINSWORTH, JAMIE L	1,100.00
55	ALFORD, TODD	1,100.00
68	ALLEN, CHRISTOPHER B	1,100.00
7162	ALLRED, ASHLEY D	1,100.00
2111	ALVAREZ, MEGAN ARMELL	1,100.00
103	ANDERSON, CHRISTIE L	1,100.00
100	ANDERSON, SHELLEY GARDNER	1,100.00
7876	APPLEWHITE, JULIE	1,100.00
8556	ARGUELLES, AZLYN ELIZABETH	1,100.00
8728	ARMES, JACOB THOMAS	1,100.00
7918	ATES, LORI P	1,100.00
7406	BAILEY, CANDICE E	1,100.00
8590	BAILEY, KATIE GRIFFIN	1,100.00
2328	BAILEY, SINDI ELIZABETH	1,100.00
8949	BAKKER, CALTON R	1,100.00
8696	BALIUS, KALYN MCCLELLAN	1,100.00
172	BALLINGER, GERALDINE JEWEL	1,100.00
6689	BANKS, AMBER LASH	1,100.00
6640	BARBER, DANIELLE LORRAINE	1,100.00
7208	BARLOW, STACY L	1,100.00
8789	BARNETT, JULIE RENEE	1,100.00
228	BARONICH, NICOLE LANGILLE	1,100.00
8874	BARRETT, BRAYDEN R	1,100.00
7625	BARRETT, GWENDOLYN GAYLE	1,100.00
8766	BARRETT, HANNAH JORDYN	1,100.00
245	BARTON, CASSIE NICOLE	1,100.00
8897	BARTOS, JOSEF K	1,100.00
5911	BARTOS, SARAH F	1,100.00
6726	BEAM, LESLIE GOFF	1,100.00
643	BEAN, BRIEANNA K	1,100.00
7980	BEASLEY, STEPHANIE ALEXIS	1,100.00
8838	BEAUGEZ, RACHEL ELIZABETH	1,100.00
6512	BEEBE, JUSTINA MARIE	1,100.00
6393	BELL, BRITTENY WHITEHEAD	1,100.00
6299	BELL, JEREMY T	1,100.00
5981	BELL, KATLIN ELAINE	1,100.00
6269	BELL, MARK ALLEN	1,100.00
309	BELL, REGINA K	1,100.00
312	BELLMAN, KRISTEN F	1,100.00

EmployeeID	Employee	Amount
7572	BENNETT, MARTHA	1,100.00
7439	BENSON, SAMANTHA D	1,100.00
7244	BENTON, CRYSTAL JOLEEN	1,100.00
6222	BERTOLINO, DODIE ANDERSON	1,100.00
368	BISHOP, MIRANDA J	1,100.00
6999	BISHOP, STEPHANIE SOWELL	1,100.00
7750	BLACK, HANNAH HEBERT	1,100.00
8248	BLACKMON, DEREK KEITH	1,100.00
8831	BLACKSHIRE, BRITTANDY A	1,100.00
8596	BODDIE, CYNTHIA ANN	1,100.00
8873	BOND, ASHTON E	1,100.00
8208	BONILLA, ELIZABETH MARIE	1,100.00
6962	BONILLA, FABRIZIO	1,100.00
8359	BOOTHE, DEVIN N	1,100.00
8025	BOSARGE, AUBREY B	1,100.00
5737	BRADFORD, JENNIFER LYN	1,100.00
5611	BREWER, SARAH M	1,100.00
7442	BRIDGES, CATHERINE MARIE	1,100.00
7443	BRIDGES, WILLIAM KARY	1,100.00
6693	BRINKMAN, CHRISTINA GOLDEN	1,100.00
546	BRISTER, HEATHER L	1,100.00
7488	BRISTER, ROBERT L	1,100.00
502	BRISTOW, JENNY R	1,100.00
558	BROCKWAY, RANDON E	1,100.00
8043	BROOKS, CARRIE ANNA	1,100.00
4197	BROUSSARD, LISA M	1,100.00
8205	BROWN, FREDRICK JR	1,100.00
6940	BROWN, JESSICA PARKER	1,100.00
5866	BROWN, KERRI DANIELLE	1,100.00
7492	BROWN, SARAH ELIZABETH	1,100.00
7510	BROWN, TRAE D	1,100.00
647	BRYANT, LINDSEY AFLAGUE	1,100.00
657	BUCKLEY, KIMBERLY KAY	1,100.00
7981	BULLARD, HEATHER DANIELLE	1,100.00
7649	BURGESS, WINTER GUTHRIE	1,100.00
7415	BURLISON, CHRISTIN	1,100.00
7226	BURNEY, MEGAN ELIZABETH	1,100.00
699	BURNS, HAROLYN R	1,100.00
8724	BURROWS, SARAH FRANCES	1,100.00
714	BUSBY, PHILLIP H	1,100.00
8815	CAGNOLATTI, ASHTON BRADLEY	1,100.00
6351	CALLEGAN, BRANDY NICOLE	1,100.00
757	CALLEGARI, LICIA JOHNELL	1,100.00

EmployeeID	Employee	Amount
6369	CALTON, MEGAN R	1,100.00
772	CAMPBELL, AMY J	1,100.00
770	CAMPBELL, ASHLEY L	1,100.00
824	CARROLL, JENNA MARIE	1,100.00
8908	CARTWRIGHT, JENNIFER D	1,100.00
7841	CARTWRIGHT, MATTHEW G	1,100.00
8427	CARVER, LEANN RENEE	1,100.00
8704	CASEY, HAIDEN ALYSE	1,100.00
857	CASSIDY, JOHN FRANK JR	1,100.00
873	CATES, MELISSIA B	1,100.00
890	CECCORULLI, RYAN CHRISTOPHER	1,100.00
899	CHAMPAGNE, CANDY R	1,100.00
2259	CHAMPAGNE, MARY E	1,100.00
7734	CHASTAIN, LINDA ALEXANDRIA	1,100.00
6876	CHATFIELD, JASON M	1,100.00
8411	CHATMAN, RYCKI N	1,100.00
7657	CHAVEZ, BRITTNEY LEIGH	1,100.00
925	CHESSER, SHAWN ELLIOT	1,100.00
6284	CLARK, JENNIFER L	1,100.00
960	CLARK, JOSEPH T	1,100.00
8168	CLARK, RUSSELL WILLIAM	1,100.00
8012	COCHRAN, MATTHEW D	1,100.00
8614	COKER, ERIN ELIZABETH	1,100.00
8698	COLE, KENDRA MARTINA	1,100.00
7198	COLLIER, LATISHA DANETTE	1,100.00
8350	COLLINS, CHRISTOPHER K	1,100.00
1013	COLLINS, DEANNA K	1,100.00
8681	COOK, JUDENE ADELE	1,100.00
8830	COUVERETTE, SUZANNE L	1,100.00
8940	COVINGTON, STEVEN L	1,100.00
10077	COX, COURTNEY M	1,100.00
1080	COX, STEVEN H	1,100.00
8887	COX, TONYA L	1,100.00
10046	COXE, CATHERINE S	1,100.00
8860	CRABTREE, DANA	1,100.00
1117	CREEL, TRACEY ALESIA	1,100.00
8865	CRENSHAW, LAJEUNA P	1,100.00
7055	CRIDDLE, RENEE CURET	1,100.00
8603	CROCKER, HEATHER RHEA	1,100.00
10005	CROSBY, DEBRAIL D	1,100.00
1134	CROSS, REBECCA L	1,100.00
5629	CRUM, ASHLYNN EVAN	1,100.00
8605	CUEVAS, BAILEY JOSEPH	1,100.00

EmployeeID	Employee	Amount
2126	CUMMINGS, JAMIE DAWN	1,100.00
1161	CUMMINGS, LAWANA R	1,100.00
8485	DALTON, BREANNE D'ANDREA	1,100.00
8626	DANNER, REBECCA HERNDON	1,100.00
7404	DARBY, HEATHER MARIE	1,100.00
8660	DAU, HANNAH ROSE	1,100.00
8643	DAUGHTERY, ERIN KAYE	1,100.00
4527	DAVIES, COURTNEY D	1,100.00
6115	DAVIS, ANGELA DAWN	1,100.00
7659	DAVIS, CLINTON A IV	1,100.00
1248	DAVIS, DONNA M	1,100.00
1256	DAVIS, ELENORA D	1,100.00
8677	DAVIS, RACHEL ELAINE	1,100.00
8384	DECOTEAU, PETE ELPHEGE JR	1,100.00
2671	DEES, ASHLEY MELISSA**	600.00
8688	DEGEORGE, SHELLEY WADE	1,100.00
6218	DELK, NATALIE BRYANT	1,100.00
8219	DENT, ELAINE BARNES	1,100.00
7517	DENT, TAMELA R	1,100.00
1305	DENTON, CASSANDRA	1,100.00
1315	DESPORTE, BREANNA NICHOLE	1,100.00
746	DEVITT, ASHLEY M	1,100.00
10004	DIAZ, BRALEY R	1,100.00
7801	DIER, CASSIDY OWENS	1,100.00
291	DITSWORTH, LINDSAY NICOLE	1,100.00
7468	DIXON, JAMES T JR	1,100.00
7509	DONALDSON, MICHAEL COLE	1,100.00
8054	DOUGLAS, MONICA	1,100.00
8128	DOWNS, BRITTANY NICHOLE	1,100.00
8586	DUBOSE, BILLY JACK	1,100.00
9979	DUEASE, VIRGINIA C	1,100.00
1408	DUNKIN, LEAH ANN	1,100.00
8070	DUNNAM, WANDA RENEE	1,100.00
8458	DUNNINGS, JEREMIAH R	1,100.00
1420	DUNSFORD, JOANNA M	1,100.00
7817	DUNSTON, MORGAN FORESTER	1,100.00
5166	DUNTON, KERRI M	1,100.00
8668	DUVEL, ASHLEY MARIE	1,100.00
6973	DYCUS, MELISSA ELAINE	1,100.00
10047	DYESS, MCKENZI J	1,100.00
7403	DYKES, BLAKE EVANS	1,100.00
9999	EARLS, SAMANTHA M	1,100.00
1445	EDMONSON, THOMAS GERALD	1,100.00

EmployeeID	Employee	Amount
10043	ELEUTERIUS, MATTHEW P	1,100.00
8768	ELLIS, WENDELL EDWARD	1,100.00
144	ELLZEY, CHRISTIE LYNN	1,100.00
7615	ELMORE, JENNIFER ELIZABETH	1,100.00
8619	ELY, HAYLEY BREANN	1,100.00
4521	ENDT, JENNIFER	1,100.00
1505	ENDT, ROBERT H JR	1,100.00
8453	ERIQUEZZO, JOHNNY T	1,100.00
1514	ERIQUEZZO, REGINA MARIE	1,100.00
8215	EUBANKS, ASHLEY ROSE	1,100.00
8884	EVERETT, KAYLA B	1,100.00
8214	FAIRCHILD, JAMES AUSTIN	1,100.00
7168	FANT, KEVIN D	1,100.00
8272	FANTROY, ERIN M	1,100.00
7706	FAVORS, LINDSEY BROOKE	1,100.00
10024	FAWCETT, ELIZABETH P	1,100.00
1580	FAYARD, KEVIN E	1,100.00
6427	FAYARD, OLIVIA DAWN	1,100.00
8736	FERGUSON, REBECCA LYNN	1,100.00
1592	FERRELL, OTIS ROBERT	1,100.00
1596	FIELDS, MONICA Y	1,100.00
6761	FINCHER, BRANDY COE	1,100.00
8587	FINN, SARAH HARRISON	1,100.00
8640	FITZGERALD, JENNIFER LEIGH	1,100.00
1366	FLETCHER, JESSICA DAWN	1,100.00
10039	FORD, JESSICA D	1,100.00
8256	FORD, LOGAN MADISON	1,100.00
2926	FORSMAN-DAUGHDRILL, TERESA ANN	1,100.00
6532	FOSNACHT, RICHARD GLENN	1,100.00
3031	FOSTER, MARTHA NHANH	1,100.00
6915	FOTO, KATI ANAIS	1,100.00
8221	FOX, KARLA ANN	1,100.00
10057	FREEMAN, BEVERLY B	1,100.00
5299	FURBY, CAYLA DIANE	1,100.00
6271	FURLAN, BRITTANY ROGERS	1,100.00
7866	GABRICH, ALEXIS WRIGLEY	1,100.00
7665	GABRICH, KYLE LEONARD	1,100.00
5972	GARRARD, STEPHEN ONEAL	1,100.00
1741	GARTMAN, CRISTINA	1,100.00
7204	GASAWAY, CHRISTINA ILEEN	1,100.00
7645	GEHRMANN, GLENN OTIS	1,100.00
9961	GEISER, AMBER ANN	1,100.00
8881	GETER, DAVID B	1,100.00

EmployeeID	Employee	Amount
7131	GIACONE, KIMBERLY BYRD	1,100.00
8191	GILBERT, CASEY ALAN	1,100.00
7864	GILES, BRYAN A	1,100.00
1788	GLASS, KAREN W	1,100.00
8426	GLORIOSO, TIFFANY NOELLE	1,100.00
7896	GLOVER, WILLIAM CECIL	1,100.00
6779	GLYNN, KHRYSTHAL MONIQUE	1,100.00
1819	GOFF, LANETTA R	1,100.00
1823	GOFF, MICHELLE LEA	1,100.00
9974	GONZALEZ, JANA E	1,100.00
6695	GRANTHAM, TAMMY JO	1,100.00
5624	GRAY, RACHEL LEIGH	1,100.00
1887	GREEN, ALICIA B	1,100.00
7457	GREEN, LISA ANNE	1,100.00
1886	GREEN, MALLISSA A	1,100.00
7521	GROUE, KELSEY BROOKE	1,100.00
8925	GUESS, EMALY D	1,100.00
1945	GUILLOTTE, VANESSA RENEE	1,100.00
8859	GUM, VICTORIA LYNN	1,100.00
1957	GUYTON, SAMANTHA PEREA	1,100.00
5985	HAARALA, ZACHARY RANDALL	1,100.00
7886	HACKNEY, JOHN ADAM	1,100.00
7520	HAMBURG, KATELYN ELIZABETH	1,100.00
1997	HAMMONDS, KIM ASHLEY	1,100.00
7540	HARDY, ALYSSA MARIE	1,100.00
2027	HARKLEROAD, CRYSTAL E	1,100.00
7822	HARRIS, ASHLEY FAGGARD	1,100.00
7650	HARRIS, RACHEL RENEE	1,100.00
2079	HARVEY, ROYCE D	1,100.00
2104	HAWES, ALISON RACHEL	1,100.00
6505	HAYDEN, BETH HARLOE	1,100.00
9970	HAYES, JESSICA J	1,100.00
2123	HAYES, NIKKI WINLAND	1,100.00
4472	HAYS, LAURA ANNE	1,100.00
271	HEBERT, TINA H	1,100.00
2144	HEISE, MICHAEL D JR	1,100.00
762	HENDERSON, COURTNEY CAMERON	1,100.00
2165	HENRY, MICHAEL	1,100.00
2170	HENSON, JOSHUA	1,100.00
2169	HENSON, KRISTY LYNETTE	1,100.00
2185	HESTER, JENNIFER LYNN	1,100.00
2196	HIGGINBOTHAM, KELLI C	1,100.00
2198	HIGH, RHONDA H	1,100.00

EmployeeID	Employee	Amount
8547	HINES, MAKAYLA LEE	1,100.00
9969	HINKEL, JESSICA H	1,100.00
7156	HINKLE, THOMAS W	1,100.00
6442	HITT, JACKIE T	1,100.00
7241	HITT, TIMOTHY DOUGLAS JR	1,100.00
6460	HOBDY, COURTNEY ELIZABETH	1,100.00
8355	HODGES, KATELYN C	1,100.00
2269	HODGES, STEPHANIE C	1,100.00
6739	HODGSON, ROSEMARY HELEN	1,100.00
3520	HOGSTEN, JAMIE L	1,100.00
2311	HOLLAND, CASSIE L	1,100.00
8952	HOLLAND, COURTNEY L	1,100.00
2312	HOLLAND, MARK J	1,100.00
9972	HOLLIMAN, MAGGIE L	1,100.00
6270	HOLLINGHEAD, TERESA ANNETTE	1,100.00
8451	HOLMAN, CASSANDRA M	1,100.00
2335	HOLMES, RAINA	1,100.00
492	HOOD, HALEY NICOLE	1,100.00
6743	HUDSON, DAVID MICHAEL	1,100.00
69	HUDSON, HEATHER ELAINE	1,100.00
8467	HUFF, CASSIDY NICOLE	1,100.00
2388	HUFF, CHADLEY R	1,100.00
2391	HUFF, SAMUEL T	1,100.00
2404	HUMPHREYS, RICHARD ALVIN	1,100.00
10001	HUNTER, JENNIFER H	1,100.00
2440	INGRAM, MALINDA	1,100.00
458	JACKSON, KRISTINA MICHELLE	1,100.00
6716	JACKSON, NICOLE LEIGH	1,100.00
2463	JALANIVICH, VALERIE KAYE	1,100.00
8442	JAMIESON, JANNA RAE	1,100.00
8080	JAY, SHARON DENISE	1,100.00
8655	JENKINS, NYKESHA C	1,100.00
7224	JENNE, MARI ANNE	1,100.00
6522	JOHNS, LINDSEY BETH	1,100.00
7277	JOHNS, SARAH M	1,100.00
2538	JOHNSON, AMANTHA R	1,100.00
2786	JOHNSON, BRANDY LALLEY	1,100.00
2535	JOHNSON, DARLA ALLEEN	1,100.00
8483	JOHNSON-NEWMAN, JENNY H**	600.00
8361	JOHNSTON, JENNIFER LEIGH	1,100.00
8422	JONES, KATIE BELL	1,100.00
8073	JONES, KEALEY SHEA	1,100.00
8695	JONES, TIFFANY ANNETTE	1,100.00

EmployeeID	Employee	Amount
7151	JONES, TONIA L	1,100.00
2598	JORDAN, RENEE PADGETT	1,100.00
6942	KANODE, JESSE WILLARD III	1,100.00
2634	KELEHER, RICHARD P JR	1,100.00
2636	KELL, BETHANY GEORGE	1,100.00
10014	KENNEDY, ASHLEY N	1,100.00
8662	KENNEDY, DAVID MICHAEL	1,100.00
8608	KENNEDY, JASON A	1,100.00
2659	KENNEDY, SUSANNE REBECCA	1,100.00
6720	KETNOR, ELIZABETH F	1,100.00
2704	KING, BRYAN	1,100.00
8911	KING, JUSTICE V	1,100.00
7477	KING, SANDRA P	1,100.00
7979	KIRKLAND, LYNMARIE SUSAN	1,100.00
2726	KNIGHT, BRIAN P	1,100.00
2723	KNIGHT, DONNA MARIE	1,100.00
2732	KOEN, LISA J	1,100.00
8667	KOSTMAYER, CHRISTOPHER MICHAEL	1,100.00
6483	KOSZTUR, DANA RENEE	1,100.00
2750	KUHN, SHANNON L	1,100.00
8690	KUNS, ASHLEE NICOLE	1,100.00
7549	LADNER, COURTNEY MARIE	1,100.00
6710	LADNIER, ALYSSA MARIE**	600.00
9982	LALA, TIMOTHY M	1,100.00
8210	LAMBES, NICHOLAS CHRISTOPHER	1,100.00
8594	LANCASTER, JOSHUA WEST	1,100.00
8866	LANGLINAIS, REGINA J	1,100.00
10013	LAPOINTE, DAVID A	1,100.00
8904	LAWSON, ANDREW M	1,100.00
2848	LEBATARD, CHRISTOPHER	1,100.00
2855	LEDBETTER, LISA A	1,100.00
8808	LEE, JUNE LYNN	1,100.00
6574	LEE, KIMBERLEY DARLENE	1,100.00
530	LEE, MARY DESIREE	1,100.00
7861	LEMCO, HEATHER CABRAL	1,100.00
2890	LEPOMA, DEAN STEPHEN	1,100.00
2895	LETORT, CHRISTOPHER GEORGE	1,100.00
10037	LEWIS, AMANDA H	1,100.00
7163	LEYENS, SHELLEY K	1,100.00
8656	LILLY, HEATHER LYNN	1,100.00
7601	LINCE, WILLIAM J	1,100.00
6170	LIPSKE, JESSICA LYNETTE	1,100.00
2937	LIZANA, CASSANDRA	1,100.00

EmployeeID	Employee	Amount
10025	LOCK, CARSON J	1,100.00
8429	LONG, LEIGH AVERI	1,100.00
2966	LONG, STEVEN KYLE	1,100.00
6985	LOTT, ALYSON BROOKE	1,100.00
8195	LOWERY, JESSICA MARIE	1,100.00
8065	LYNN, KAYLIN MARIE	1,100.00
3051	MAGEE, ALEEN	1,100.00
3053	MAGEE, ROBERT A	1,100.00
8099	MALLETTE, ASHLEY NICOLE	1,100.00
8131	MANGHAM, JEANNETTE R	1,100.00
3084	MANNING, HESTER ANN	1,100.00
1160	MARKOS, MORGAN LEE	1,100.00
8212	MARSH, JOYCE ELAINE	1,100.00
7894	MASON, RYAN LEE	1,100.00
3167	MAY, JOHNATHAN H	1,100.00
8760	MAY, VICTORIA JANAE	1,100.00
6976	MAYFIELD, BRITTANY NICOLE	1,100.00
3197	MCCLELLAN, BRYAN MARK	1,100.00
6669	MCCOMAS, JENNIFER LEE	1,100.00
7796	MCCULLOCH, ANNA OURSLER	1,100.00
10017	MCDANIEL, ASHLYN J	1,100.00
7435	MCDONOUGH, ANNALISA	1,100.00
6752	MCDUFFIE, AARON ASHLEE	1,100.00
8206	MCGARITY, TAMMY ANNETTE	1,100.00
8901	MCKINLEY, HOLLIS E	1,100.00
10031	MCMICHAEL, TAYLOR L	1,100.00
7233	MCMILLEN, TIMOTHY LANCE	1,100.00
7196	MCMURRY, DEANNA BELEN	1,100.00
7262	MCNABB, DAWN M	1,100.00
2924	MCNEASE, CATHERINE LIPPE	1,100.00
3294	MCQUEEN, KEITH G	1,100.00
5910	MCQUEEN, PAULA BOSARGE	1,100.00
3307	MEARS, MISTY MARIE	1,100.00
9965	MELENDEZ, DORIS L	1,100.00
8814	MELTON, SHANNON MARIE	1,100.00
3331	MEYER, IVY NICOLE	1,100.00
10015	MILLER, JAMIE L	1,100.00
9984	MILLER, KRISTYN R	1,100.00
3365	MILLER, MARY L	1,100.00
3282	MILLER, TAMMIE ELAINE	1,100.00
1985	MINEO, BRYANA NICHOLE**	600.00
3391	MITCHELL, CHRISTY RENE	1,100.00
7273	MIZELL, JEREMY DANIEL	1,100.00

EmployeeID	Employee	Amount
7593	MIZELL, MORGAN ANISSA	1,100.00
8413	MOCKNICK, MADISON H	1,100.00
8845	MOCTEZUMA, EDITH C	1,100.00
2676	MONTIFORTE, TIFFANY NICOLE	1,100.00
7837	MORA, AMBER NICOLE	1,100.00
7859	MORAN, CRYSTINA HARRISON	1,100.00
8707	MORELAND, ALEXANDRA CAROLINE	1,100.00
7205	MORGAN, KEVIN M	1,100.00
8864	MORRIS, JEREMY S	1,100.00
9993	MORRIS, SALLY M	1,100.00
8108	MORRISON, TAMMY MATHIEU	1,100.00
8470	MOSS, SKYIESHA TYSHEEMA	1,100.00
3491	MOTT, DENISE MARIE	1,100.00
5640	MUDGETT, BRIDGET LYNNETTE	1,100.00
43	MURRAY, TERI D	1,100.00
3533	MYERS, BRIGETTE	1,100.00
8837	MYERS, KURTIS A	1,100.00
6995	MYRICK, ANGELA LYNN	1,100.00
739	NECAISE, JENNIFER R	1,100.00
3578	NELSON, CHERYL L	1,100.00
8263	NELSON, SCOTT THOMAS	1,100.00
8524	NEWBERRY, BETHANY L	1,100.00
8769	NGUYEN, CAITLIN NICOLE	1,100.00
8862	NGUYEN, HOANG M	1,100.00
7673	NGUYEN, TRAN THAI	1,100.00
7531	NGUYEN, TRINH	1,100.00
3603	NICHOLSON, KATHERINE E	1,100.00
3605	NITCAVIC, FRANCESCA V	1,100.00
6403	NOBLES, CONSTANCE LEIGH	1,100.00
3617	NOBLITT, MONTGOMERY M	1,100.00
6965	NOEL, KATHERINE ANN	1,100.00
8001	OAKES, SHAYLA KAY	1,100.00
6281	OATIS, ERICA MARIE	1,100.00
6642	OGBORN, LEAH MARIE	1,100.00
7451	OLIER, MONTSERRAT	1,100.00
8194	OLIVER, ANDREA RENEE	1,100.00
7830	OLIVER, MATTHEW JONATHAN	1,100.00
7405	OPENSHAW, LIAM M	1,100.00
8469	OPLOTNIK, MARISSA SHEREE	1,100.00
10053	OSTER, CATHRYN L	1,100.00
8039	OTTHOFER, ELIZABETH NICOLE	1,100.00
3693	OVERSTREET, BRANDI L	1,100.00
8113	OWENBY, ASHLEY BREANN	1,100.00

EmployeeID	Employee	Amount
6049	PAGE, KAITLYN SMITH	1,100.00
8880	PANKONIN, LANDON T	1,100.00
3567	PARKER, ALICE MALEA	1,100.00
7296	PARKER, CAITLYN GRACE	1,100.00
7875	PARKER, JENNIFER LANE	1,100.00
3758	PARKER, KELLIE A	1,100.00
3759	PARKER, MELISSA ANN	1,100.00
6220	PARKER, SABRINA LAUREN	1,100.00
8753	PARKER, SARAH GRACE	1,100.00
6181	PARKER, VIVIAN NICOLE	1,100.00
4669	PARKMAN, APRIL LACHAN	1,100.00
3792	PAVLUS, CHARLES HAROLD	1,100.00
6303	PAVLUS, RITA DANIELLE	1,100.00
3926	PEARSON, JESSICA NICOLE	1,100.00
8385	PEPPER, NATHAN ALLEN	1,100.00
6193	PERESICH, SHARON MARIE	1,100.00
4375	PERRY, CRYSTAL SAVOY	1,100.00
9971	PERRY, LAURA E	1,100.00
6879	PETERSON, ALISON GRAVES	1,100.00
3858	PETERSON, KEVIN A	1,100.00
3861	PETERSON, LEESA L	1,100.00
7878	PHILLIPS, DUSTIN JAMES	1,100.00
5743	PIERCE, NICKIE	1,100.00
3905	PIGG, KERI LYN	1,100.00
3923	POELMA, ADAM JAMES	1,100.00
3941	POOLE, TAMMY T	1,100.00
7635	PORTER, LINDSEY HOLMES	1,100.00
3964	POULOS, AMBER	1,100.00
716	POULOS, BRITTANY NICOLE	1,100.00
3774	PRICE, SUZANNE ASHLIE	1,100.00
7157	PRIDDY, VIRGINIA LEE	1,100.00
7671	PROUTY, KIMBERLY DARETH	1,100.00
7133	PUZZ, AMANDA KAY	1,100.00
856	RAINEY, ASHLEY NICOLE	1,100.00
1390	RAMSAY, KAREN ELIZABETH	1,100.00
8318	RAWSON, HEATHER R	1,100.00
10027	RAY, CAITLYN E	1,100.00
8050	RAYNOR, AMBER LYNETTE	1,100.00
2257	RAYNOR, LINDSAY HITT	1,100.00
6947	RAYNORE, JESSICA K	1,100.00
4103	REEVES, KAREN A	1,100.00
4114	REMILLARD, AIMEE D	1,100.00
5750	RHODES, AMY ELIZABETH GUY	1,100.00

EmployeeID	Employee	Amount
9975	RHODES, LISA T	1,100.00
8412	RHODES, OLIVIA G	1,100.00
6688	RICHARDS, AMY J	1,100.00
4140	RICHARDS, MICHELLE A	1,100.00
8217	RICHARDSON, ARNITA TRUE	1,100.00
7909	RICHARDSON, DAVID NAPOLEON JR	1,100.00
5692	RICHMOND, BRITTANY SUZANNE	1,100.00
8663	RIENDEAU, JESSICA MARIE	1,100.00
8691	RILEY, STACY ANN MICHELLE	1,100.00
4177	RIVERS, CHRISTOPHER ALLEN	1,100.00
8666	RIVIERE, LISA SAUNDERS	1,100.00
3641	ROBBINS, AMANDA P	1,100.00
8806	ROBBINS, HOLLY SUSANNA	1,100.00
8927	ROBERTS, DORIS E	1,100.00
5740	ROBINSON, JAYME MARIE	1,100.00
8827	ROBINSON, KELLY T	1,100.00
7832	ROBLIN, JANE MARIE	1,100.00
4232	RODRIGUEZ, AMY L	1,100.00
7819	ROGERS, KATIE	1,100.00
8869	ROGERS, MARY HELEN	1,100.00
7829	ROMERO, EMILY LYN	1,100.00
4251	ROMERO, SANDRA STEPHENS	1,100.00
8285	ROSE, HEATHER LEANN	1,100.00
7269	ROSETTI, AMANDA RAE	1,100.00
7445	ROWELL, RONALD E	1,100.00
4312	RUSSELL, JENNIFER DAWN	1,100.00
6394	RUSTIN, JOHN S	1,100.00
4314	RUTLAND, KATRINA L	1,100.00
6848	SABLICH, KRISTA ELAINE	1,100.00
5949	SALA, KACI WILLIAMS	1,100.00
9994	SALVADOR, MADISON RUFFIN	1,100.00
4346	SAMPSON, TAMMY	1,100.00
6372	SANDERSON, JESSICA WATTS	1,100.00
4356	SANTA CRUZ, MISTY D	1,100.00
7951	SAWYER, KAYLA MARIE	1,100.00
4379	SCARBOROUGH, WILSON S	1,100.00
8428	SCOGGINS, KATELYNN SUZANNE	1,100.00
7839	SCOTT, KRISTI MARIE	1,100.00
8406	SCRIMPSHIRE, JENNIFER S	1,100.00
7237	SCRUGGS, AMY ELIZABETH	1,100.00
8615	SCRUGGS, ROBERT EARL	1,100.00
10035	SCULLY, KATIE S	1,100.00
5724	SERPAS, CHRISTY L HERRLICH	1,100.00

EmployeeID	Employee	Amount
4437	SETTLE, TERI D	1,100.00
4464	SEYMOUR, BETH ANN	1,100.00
8153	SHADDIX, RACHEL NICOLE	1,100.00
7056	SHERMAN, AMANDA DENISE	1,100.00
1503	SHERMAN, ANDREA BROOKE	1,100.00
10041	SHERMAN, CHELSEY D	1,100.00
4498	SHERWOOD, MELISSA JO	1,100.00
4518	SHOEMAKER, KATHY DARLENE	1,100.00
8226	SIEVERS, ANGELA R	1,100.00
4553	SIMMONS, IRIS S	1,100.00
4590	SLABY, DEANA KRISTINE	1,100.00
8299	SLABY, TAYLOR KRISTINE	1,100.00
7823	SLAYTER, STEPHANIE MAE	1,100.00
6722	SLIDER, CATHERINE CORINE	1,100.00
7116	SMITH, JERICA LEIGH	1,100.00
8064	SMITH, KEASHA MILLER	1,100.00
2428	SMITH, KEELY H	1,100.00
5744	SMITH, KELLY JANE	1,100.00
6054	SMITH, KRISTEN MARIE	1,100.00
7825	SMITH, MELISSA ANN	1,100.00
4674	SMITH, STORRIE M	1,100.00
7893	SOMERS, KIMBERLY DISMUKES	1,100.00
3956	SONNIER, TANYA BETH	1,100.00
6040	SOUTHERN, LYNDA M DIAMOND	1,100.00
6534	SPENCER, ELIZABETH JOY	1,100.00
8257	SPRAGIO, BRIANNA S	1,100.00
4707	SPRATLEY, JEANNE M	1,100.00
6048	SPRING, BAILEY AUSTIN	1,100.00
8589	ST. LEDGER, WILLIAM FRANCIS	1,100.00
4724	STALLWORTH, GWENDOLYN JOY	1,100.00
8633	STAMEY, ANGELA RICHARD	1,100.00
8888	STEFFENS, JUSTIN R	1,100.00
8708	STEPHENS, JOSHUA MARSHALL	1,100.00
1064	STEVENS, AMANDA MARIE	1,100.00
8644	STEVERSON, SEAN MATTHEW	1,100.00
4747	STEWART, ALEXANDRIA SHALEE	1,100.00
4767	STEWART, BRANDA EDWARDS	1,100.00
4766	STEWART, SUSAN LEANN	1,100.00
7691	STEWART, SUSAN VERONICA	1,100.00
4783	STORK, CINDY RAULERSON	1,100.00
2439	STORK, GINA MICHELLE	1,100.00
1089	STRAYHAM, JAMIE ELIZABETH	1,100.00
4799	STRICKLER, JENNIFER L	1,100.00

EmployeeID	Employee	Amount
7497	SUAREZ, MICHAEL L	1,100.00
9967	SUMRALL, HEATHER N	1,100.00
4838	SUTHERLAND, KIMBERLY B	1,100.00
4423	SWINEY, STACY L	1,100.00
7716	TANNER, MARY DARLENE	1,100.00
7771	TANNER, NICOLE LYNN	1,100.00
4885	TANNER, SHERIE D	1,100.00
5888	TAPPER, AMY R	1,100.00
5683	TAYLOR, AMANDA L	1,100.00
8249	TEMPLETON, MONIKA F	1,100.00
6224	TERRELL, STEPHANIE S	1,100.00
4945	TERRY, LINDSEY NICOLE	1,100.00
4951	THIBODEAUX, SHERLEEN DARNELL	1,100.00
2254	THOMAS, AMANDA RENEE	1,100.00
4963	THOMAS, HEATHER MARIE	1,100.00
8867	THOMPSON, ADRIANE N	1,100.00
5843	THOMPSON, MELANEY BETH	1,100.00
7960	THONE, RACHEL NICOLE	1,100.00
8078	THORNTON, CAROLINE YARBROUGH	1,100.00
4987	THRASH, GWENDOLYNN T	1,100.00
4989	THRASH, MASHAWN D	1,100.00
8622	TILLMAN, JANE	1,100.00
6983	TILLMAN, KIMBERLY MYERS	1,100.00
5041	TOCHE, MEGAN T	1,100.00
5007	TOLAR, JANNA DELYNN	1,100.00
8877	TONEY, SHATARIAL L	1,100.00
5021	TOOTLE, KAREN S	1,100.00
5731	TOOTLE, STEPHANIE LYNN	1,100.00
5023	TORRIES, LORAINE V	1,100.00
10028	TRAWEEK, JENNIFER G	1,100.00
8598	TRISTANI, MELANIE BETH	1,100.00
8669	TRITLEY, JONATHAN PATRICK	1,100.00
8593	TRUSSELL, DANIELLE LEE	1,100.00
7718	TRUSSELL, JOSHUA LANE	1,100.00
10003	TUCK, ANGELA Z	1,100.00
5074	TWILBECK, KATRYNA H	1,100.00
10045	VANISON, DUSTY D	1,100.00
5134	VICE, KELLI LEIGH	1,100.00
7148	VIERLING, HAILEY RENE	1,100.00
1527	VUYOVICH, REBECCA	1,100.00
5159	WAGES, NICHOLAS A	1,100.00
6286	WAGES, REBECCA JANN	1,100.00
10060	WALDROP, ASHTON K	1,100.00

EmployeeID	Employee	Amount
8343	WALKER, ANGELA M.	1,100.00
2672	WALKER, BRITTANY KIERNAN	1,100.00
5183	WALKER, KRISTI L	1,100.00
9973	WALKER, RACHEL B	1,100.00
6268	WALLACE, DONALD KEITH	1,100.00
8653	WALLEY, FABIAN DENISE	1,100.00
5205	WALTERS, TRESSA	1,100.00
5227	WALTMAN, JAMES M	1,100.00
7227	WALTON, FREDERICK LEEDON	1,100.00
8252	WEGNER, HANNAH CHRISTINE	1,100.00
5347	WESCOVICH, TAMMY R	1,100.00
2699	WHITE, KATRINA SCARLET	1,100.00
6310	WIEN, AMANDA LEE	1,100.00
7260	WIENIEWITZ, OLIVIA ROSE	1,100.00
5417	WIGGINS, DEBORAH SUE	1,100.00
8475	WILBERT, WANESHA S **	600.00
5932	WILLIAMS, AMANDA KAYE	1,100.00
5470	WILLIAMS, AMANDA S	1,100.00
6300	WILLIAMS, ASHLEY N	1,100.00
2115	WILLIAMS, CLEMENCIA FINLEY	1,100.00
8364	WILLIAMS, JENNA M	1,100.00
6595	WILLIAMS, KIMBERLY FISHER	1,100.00
8220	WILLIAMS, LISA SPARKS	1,100.00
8264	WILLIAMS, RACHEL CROXDALE	1,100.00
5472	WILLIAMS, TIFFANIE S	1,100.00
6777	WILLIS, CHRISTINE ALYSIE	1,100.00
5503	WILSON, AMY LEIGH	1,100.00
5501	WILSON, JUSTIN TYLER	1,100.00
5509	WILSON, SHANNON L	1,100.00
8391	WILSON, VICTORIA LEANN	1,100.00
5519	WINDHAM, JEFFREY MICHAEL	1,100.00
5520	WINDHAM, TIMOTHY P JR	1,100.00
10019	WOODS, RIVER M	1,100.00
7899	YENNIE, SARAH M	1,100.00
8621	YOUNG, KYLA V	1,100.00
8938	ZARICH, JULISSA M	1,100.00

**Eligibility for the increased incentive is contingent upon the signing of the re-issued contract. Those who choose not to sign will continue to receive the supplement included in their original contract, but they will not qualify for the higher incentive.

Non-Certified Employee Incentive List

EmployeeID	Employee	Amount
8855	ACKLEY, GEORGE	500.00
5298	ALLEN, MICHELLE DAWN	500.00
86	ANDERSON, ADA VICTORIA	500.00
8632	BAILEY, BRITTANY LYNN	500.00
145	BAILEY, KARLA S	500.00
10034	BALLINGER, TERESA C	500.00
7292	BANGS, JENNIFER LEA	500.00
191	BARAGAR, SHEILA	500.00
227	BARNETT, SHELLY ANN	500.00
236	BARSKE, DAWN RACHELLE	500.00
270	BAXTER, DOROTHY M	500.00
294	BECKSTEIN, TAMATHA LAJAUNA	500.00
8892	BELL, EBONY Q	500.00
7568	BELTON, KIMBERLY SUE	500.00
6741	BENNETT, DANIELLE MCKAY	500.00
10010	BENTON, TABITHA J	500.00
8121	BICKNELL, SHAWNA L	500.00
7863	BIDDLE, CAROL SUE	500.00
7317	BLAIR, SHEENA N	500.00
8045	BOEDECKER, WILL R	500.00
412	BOND, PHYLLIS R	500.00
8278	BONILLA, MARIA DE JESUS	500.00
7211	BOSARGE, CODY D	500.00
8778	BOURDON, ASHTON BROOK	500.00
8057	BOURDON, NICHOLE	500.00
8531	BOWEN, RUBY JEAN	500.00
474	BOWMAN, GLENDA J	500.00
8489	BOYCE, ELIZABETH RENEE	500.00
8360	BOYDA, KYLE	500.00
10054	BRAZEE, CAITLIN T	500.00
516	BREEDLOVE, MARGIE L	500.00
515	BREEDLOVE, TERRY L	500.00
6826	BREWER, RANDA RACHELLE	500.00
1399	BRIDGES, RENEE L	500.00
8517	BROUSSARD, KIMBERLY LYNN	500.00
6770	BROWN, KATHERINE ANNE	500.00
6223	BROWN, ROGER D	500.00
8404	BROWN, SANDRA RUTH	500.00
10080	BROWN, TAYLER J	500.00
8382	BURNHAM, CAMERON	500.00
8809	BURT, HERBERT HILL JR	500.00

EmployeeID	Employee	Amount
8434	BYRD, MATTHEW BLAKE	500.00
4988	CALTON, BAMBI A	500.00
8461	CARLISLE, KAILA JOY	500.00
8800	CARNLEY, JOHNIE	500.00
847	CARTER, KIMBERLY	500.00
8518	CATLETT, RODNEY LEE JR	500.00
920	CHERAMIE, KARI JONES	500.00
8491	CHESNEY, EMILY DAWN	500.00
923	CHESNEY, LESLIE K	500.00
8720	CHESTNUT, LORI	500.00
944	CLANCY, MANDARU	500.00
8933	CLARK, HANNAH - LEIGH ELIZABETH	500.00
7957	CLARK, THOMAS GREGORY	500.00
968	CLOUSE, ALICIA DIANE	500.00
976	COCHRAN, RITA ELIZABETH	500.00
988	COLE, RONA SUSZANNE	500.00
8534	COLLIER, ROSE ANNA	500.00
8801	CONGER, ASHLEY B	500.00
8541	CONN-MILLER, JESSICA ANN	500.00
7674	COOK, DIANE LYNNETTE	500.00
1057	CORSO, DANA M	500.00
10069	COSPELICH, ANGELA D	500.00
8885	COX, DAVID M	500.00
1083	COX, JENNIFER MCMILLAN	500.00
8805	COX, RUTH L	500.00
7950	CRASWELL, JOAN B	500.00
8685	CROCKER, STEPHANIE MARIE	500.00
1140	CRUSE, GLENDA M	500.00
5809	CUMBEST, CHRISTA MEAGAN	500.00
1169	CUNNINGHAM, STEVEN QUIN	500.00
8231	DAVIS, ERICA YVONNE	500.00
6313	DAVIS, JULIE POIRIER	500.00
10006	DAVIS, KAITLYN R	500.00
6364	DAVIS, KATHY DARLENE	500.00
7613	DEVERS, BRANDI KAY	500.00
1342	DITSWORTH, PAMELA B	500.00
8835	DIXON, MARGARET ANN	500.00
5801	DOBSON, TIMOTHEA A	500.00
1362	DOCK, KAREN D	500.00
6060	DOMINGUE, SHANNON PAULINE	500.00
8780	DONALD, AMBER LANETTE V.	500.00
7270	DRZEWIECKI, TRACY L	500.00
1406	DUNCAN, SANDRA	500.00

EmployeeID	Employee	Amount
6003	DUNKIN, BETHANY JEANINE	500.00
1432	DYKES, KAREN	500.00
8370	EDER, LAUREN N	500.00
8755	ELLZEY, BAILEY NICOLE	500.00
1492	ELY, ANITA GAYLE	500.00
9966	ELY, BRANDON C	500.00
1493	ELY, CONNIE A	500.00
6523	ESTIS, TAMMY ELIZABETH	500.00
5962	EWING, LINDA E	500.00
7838	FAIRLEY, CHRISTOPHER DAVID	500.00
1558	FAIRLEY, DAVID E	500.00
8585	FAIRLEY, LAUREN OLIVIA	500.00
8747	FAIRLEY, PEGGY OSBORNE	500.00
8336	FANT, NONA MERLE	500.00
1586	FERGUSON, LINDA D	500.00
7889	FOLKS, JILLIAN SEYMOUR	500.00
5758	FOREHAND, KIMBERLY LYNN	500.00
7015	FOUNTAIN, MELISSA ROCHELLE	500.00
10033	FOWLER, ALICIA P	500.00
8776	FREDERIC, STEPHEN A	500.00
7952	FRIOUX, ANGEL M	500.00
1709	FULLER, CHRISTOPHER NATHANIEL	500.00
8310	GENTRY, LAURA MARIE	500.00
1794	GLYNN, BRIDGETT W	500.00
8352	GOEBEL, JILLIAN M	500.00
8788	GOLDMAN, MICHAEL CHANCE	500.00
2836	GOODEN, REGINA IDELLA	500.00
7621	GRANT, JOHN MCLAIN	500.00
1872	GRAY, PATRICIA L	500.00
8334	GRIFFIN, LINDSEY D.	500.00
7503	GRIMES, APRIL VICTORIA	500.00
1922	GROH, ANGELIA PRUITT	500.00
1953	GUTHRIE, KELBI DENISE	500.00
8341	GUYMON, LESLIE	500.00
8956	HALL, KELLY A	500.00
1984	HALL, TONYA LEANN	500.00
7126	HAMILTON, AMBER THRASH	500.00
2005	HAND, DEBRA L	500.00
7711	HARPER, FELICIA LYNN	500.00
5440	HARPER, MARTHA RENEE	500.00
8058	HARRIS BUSBY, JASMINE LEE	500.00
8449	HARRIS, CHERYL WESCOVICH	500.00
6438	HARRISON, ELAINE W	500.00

EmployeeID	Employee	Amount
8893	HARRISON, JANA T	500.00
5929	HAVENS, ANITA KATENA	500.00
8133	HAYES, KELLY MECHELLE	500.00
10052	HEBERT, KATELYNN M	500.00
1015	HEBERT, MELISSA D	500.00
2135	HEBERT, RANDALL J	500.00
8772	HELVESTON, SANDI LYNN	500.00
7088	HERNANDEZ VIDAL, MARIA J	500.00
8539	HICKS, ASHTON CELESTE	500.00
8712	HILL, LINDA GAY	500.00
8697	HILL, MARK A	500.00
6456	HILL, MARY FAYE	500.00
8110	HINTON, JENNA MARIE	500.00
8044	HINTON, LISA ANN	500.00
7815	HODGE, LISA LOUISE	500.00
5923	HODGES, PATRICIA SUSAN	500.00
8571	HOEFLER, SABRINA DEANN	500.00
6388	HOLIFIELD, ANGELA M	500.00
7578	HOLLAND, STEFANIE ANN	500.00
2327	HOLLOWAY, DWIGHT L	500.00
6950	HOLSAPPLE, CHANDRA LYNN	500.00
7484	HOOD, ROBIN DENISE	500.00
8876	HOPSON, SALOME D	500.00
2363	HOUSTON, CHRISTINA D	500.00
8725	HOWELL, DAWN MICHELLE	500.00
8552	HOWELL, JEFFERY ADAM	500.00
8130	HUNTER, STEPHANIE JOHNELLE	500.00
2435	INABINETTE, KAMANI NERANJALA	500.00
2444	IVEY, AMBER RENEEJORDAN	500.00
4225	JARRETT, DANA R	500.00
8072	JOHNSON, DONALD RAY	500.00
8868	JOHNSON, HANNAH L	500.00
8879	JOHNSON, PAMELA N	500.00
6828	JOHNSON, SARA ELIZABETH	500.00
2537	JOHNSON, VIVIAN E	500.00
2587	JONES, ALICIA F	500.00
2560	JONES, DAWN E	500.00
2593	JONES, DUANE CHRISTOPHER SR	500.00
2584	JONES, MARIA MCMILLAN	500.00
10042	JONES, STACEY M	500.00
10038	KENNEDY, KARLIE A	500.00
8898	KENNEDY, NATASHA J	500.00
8671	KEY, AMY SHEREE	500.00

EmployeeID	Employee	Amount
6110	KEY, MICKIE RENEA	500.00
8836	KING, KANDACE L	500.00
8750	KING, TERESA ANN	500.00
8177	KROHN, MELISSA LYNN	500.00
2766	LADNER, DARLENE G	500.00
7429	LADNIER, JOHN ERIC	500.00
2781	LAFFERTY, ANITA R	500.00
8052	LAMBERT, LONI	500.00
9986	LAMEY, SIERRA C	500.00
7888	LAND, JADE SEYMOUR	500.00
2811	LANE, SHANA SUZETTE	500.00
2820	LANGLINAIS, TODD LACY	500.00
2831	LARSON, JENNIFER LEIGH	500.00
8275	LEWIS, BROOKE M	500.00
2917	LILLIS, BETHNE L	500.00
8173	LILLY, DAVID LEE	500.00
8528	LIZANA, ELIZABETH A	500.00
8527	LONG, KAYLA DELYNNE	500.00
2982	LORIS, DEBBIE KAY	500.00
8092	LOWERY, STEPHANIE DIANE	500.00
8498	LOWERY, TIFFANY ANN	500.00
6882	LUCAS, WILLIE FRED	500.00
3011	LUCKY, WENDY MARCOMBE	500.00
3052	MAGEE, MICHELLE L	500.00
8474	MALLETTE, JADEN T	500.00
8910	MALLETTE, PAULETTE	500.00
3092	MAPLES, ALICIA RENE	500.00
3109	MARSHALL, LINDA E	500.00
3144	MASSEY, MICHELE RENEE	500.00
7920	MAZINGO, WHITNEY LEANN	500.00
6041	MCALLISTER, CYNTHIA H	500.00
8147	MCALLISTER, JEFFREY SCOTT	500.00
3175	MCANNALLY, CYNTHIA M	500.00
7164	MCBRAYER, CECILIA A	500.00
8828	MCILWAIN, JACQUELYN S	500.00
7676	MCKENZIE, RHONDA KAYE	500.00
3260	MCKEY, EMELDIA P	500.00
10030	MCKNIGHT, HEATHER M	500.00
9992	MCLEAN, CANZAS L	500.00
3281	MCMILLAN, REGENA	500.00
7396	MCSHERRY, DAMIAN RHEA	500.00
3321	MELVIN, CHRISTINE L	500.00
8026	MILES, MAKENZIE A	500.00

EmployeeID	Employee	Amount
3367	MILLER, MARSHA H	500.00
3374	MILLS, CANDIE RENEE	500.00
8909	MITCHELL, ASHLEIGH D	500.00
3401	MIZELLE, REBECCA G	500.00
6732	MOORE, ROSE MARY	500.00
7705	MOREE, AMANDA LEANNE	500.00
10083	MORRIS, HANNAH A	500.00
8921	MORRIS, JOHN E	500.00
8312	MORRISON, NICOLE ELISE	500.00
8652	MORVANT, CHRISTINA MARIE	500.00
8665	MOSELEY, CAROL MAYELA	500.00
3515	MURPHY, AUGUSTA M	500.00
3518	MURPHY, ERNESTINE M	500.00
3534	MYERS, WILLIAM H JR	500.00
8254	NACOL, MARLANA MARIE	500.00
8752	NALL, CRYSTAL LEANN	500.00
3566	NEELY, WILLIE MAE	500.00
8085	NEESE, KESHIA LEA	500.00
10085	NELSON, JESSICA A	500.00
10062	NELSON, SANDRINE M	500.00
3575	NELSON, SUSAN DARLENE	500.00
6256	NICELY, MARY SHARETTE	500.00
8100	NICKLES, KANDY ALICE	500.00
8723	NORTON, KALA FLYNT	500.00
3741	OAKS, AMANDA FRANCHESCA	500.00
8713	O'BRIEN, AMANDA KAY	500.00
8540	OGANDO GUZMAN DE DON, YEIMY LETICIA	500.00
3684	OVERSTREET, DONNA LYNN	500.00
6105	OWENBY, BRANDI LEIGH	500.00
3707	OWENS, LORI M	500.00
7769	OWENS, SAMUEL H	500.00
3703	OWENS, SARAH K	500.00
8916	PARISH, KIMBERLY P	500.00
3736	PARKER, BERNADETTE	500.00
8955	PARKER, CECIL C JR	500.00
8611	PARKER, JAMES LEE	500.00
8714	PARKER, LAUREN MARIE	500.00
3230	PARKER, MAEGAN M	500.00
8516	PARKER, PATRICIA LYNN	500.00
7908	PARRISH, HOLLY MAE	500.00
6068	PASKE, KATHERINE ANN	500.00
3790	PAUL, PAMELA M	500.00
8397	PENTON, SUSAN KATHRINE	500.00

EmployeeID	Employee	Amount
7000	PERRY, GERALD FRED	500.00
10032	PHELPS, VICTORIA A	500.00
7873	PHILLIPS, GLENDA F	500.00
7847	PIERCE, JUSTIN LUKE	500.00
8260	PIETZ, CASSANDRA ELIZABETH	500.00
7611	PIPKIN, ANNA M	500.00
4261	PROVINCE, SAMANTHA A	500.00
3998	PRY, CINDY L	500.00
6887	RABY, JANICE RUTH	500.00
8913	RADICH, SHARI T	500.00
8645	REDMOND, JAMES WALKER III	500.00
6214	REISER, ANNETTE ELLEN	500.00
5939	REVERSE, LATEACHA ROSE	500.00
7725	REYNOLDS, JODIE EILEEN	500.00
7467	RHEA, KATHLYNE R	500.00
7152	RHEA, MICHAEL A	500.00
8715	RILEY, TRAVIS EDWARD	500.00
4179	ROACH, AMANDA FAYE	500.00
8349	ROACH, ROBIN MICHELLE	500.00
8659	ROBERTS, ANGELA R	500.00
7294	ROBERTS, MAGAN KAYE	500.00
4231	RODRIGUEZ, CATRINA JENA	500.00
6077	ROGERS, MARY H	500.00
10009	ROSANBALM, KRISTINA L	500.00
4267	ROSS, KATHY	500.00
4262	ROSS, POLLIE C	500.00
6513	RYALS, JEFFREY L	500.00
10059	SAJWAJ, CONNIE T	500.00
5970	SANFORD, JAMES HARMON	500.00
6377	SCARBOROUGH, MARYANN	500.00
6636	SCHMIDT, DONNA L	500.00
8501	SCHMIDT, ROSEMARIE	500.00
4407	SCHROEDER, ROBERT R	500.00
6935	SEAB, AMY RENEE	500.00
8929	SELF, PAULA	500.00
8271	SELF, SONDRA NICOLE	500.00
6904	SENSENEY, BRANDI MICHELLE	500.00
8071	SEYMOUR, ANDREA NICOLE	500.00
7373	SEYMOUR, KIMBERLY ANN	500.00
8700	SEYMOUR, MICHAEL	500.00
8787	SHAW, WANDA YVONNE	500.00
4522	SHORT, MARIA ANTIONETTE	500.00
8821	SHUMOCK, MARJORIE A	500.00

EmployeeID	Employee	Amount
4542	SIMER, SANDY K	500.00
6866	SIPRIANO, DEVON MICHELLE	500.00
4681	SMITH, ASHLEY C	500.00
8758	SMITH, ELLIE MARIE	500.00
6729	SMITH, GRETA MARIE	500.00
7534	SMITH, YOLANDA ELAINA	500.00
4695	SOUTHERN, LISA A	500.00
8542	STAUBER, LETICIA MARIE	500.00
7945	STELLY, ALLISON JOAN	500.00
4769	STEWART, AMY PECINA	500.00
8741	STRAHAN, AJAE DAVID	500.00
7884	STRAHAN, DAVID EARL JR	500.00
8112	STRINGFELLOW, JENNIFER ANN	500.00
7743	STUBBS, ANGELA RENE'	500.00
8931	SUBANNEY, ELAINE	500.00
5924	SUMMERLIN, SHANA KAY	500.00
8842	TALL, TAMMY H	500.00
7450	TANNER, KATIE REBECCA	500.00
8580	TAYLOR, JEANA ANN	500.00
4929	TAYLOR, SARAH L	500.00
9995	TAYLOR, SARAH N	500.00
4938	TEATES, ROBIN	500.00
4979	THOMPSON, CONNIE A	500.00
5804	TILLMAN, LESLIE SCOTT	500.00
8950	TIMS, EVA M	500.00
5025	TOUATI, JOANA MARIA	500.00
6108	TRUMBATURI, HOPE PICONE	500.00
8941	TURNER, AMANDA D	500.00
6358	TURNER, CHERI H	500.00
5090	UTMAN, RACHAEL ANN	500.00
8482	VALENTINE, ANNA MONTGOMERY	500.00
7476	VALLANDINGHAM, QUINTON ERIC	500.00
5115	VAUGHAN, SUSAN L	500.00
5170	WALDROP, SHERYL D	500.00
6836	WALLACE, CASSANDRA DEON	500.00
7023	WALLEN, DANA MARIE	500.00
6349	WALTMAN, BRANDI NICOLE	500.00
7111	WARDEN, JESSICA AMANDA	500.00
8325	WARE, SONYA GAIL	500.00
5243	WARE, TAMMY RACHELLE	500.00
8654	WARREN, JOHN ALEXANDER	500.00
5253	WARREN, TRACY MICHELLE	500.00
5264	WATKINS, CHRIS S	500.00

EmployeeID	Employee	Amount
7527	WEATHERFORD, DEBRA MAYER	500.00
5314	WELLMAN, SUSAN F	500.00
8694	WESCOVICH, TIFFANY BROOKE	500.00
8167	WESCOVICH, TONYA KAY	500.00
5396	WHITE, BEVERLY ANN	500.00
7946	WHITEHEAD, SHAINA ABSHIRE	500.00
8158	WILLIAMS, DONNA G	500.00
5765	WILLIAMS, GINA MARIE	500.00
8274	WILLIAMS, JOSEPH LYMAN JR	500.00
8118	WILSON, JAMES IRVIN	500.00
8861	WINDHAM, SHANNON L	500.00
8895	WISE, DONNA K	500.00
5590	YENNIE, KIMBERLY A	500.00
5673	ZIRLOTT, ALEATHA A	500.00

Performance-Based Incentive Payment Supplemental Statement

This statement confirms the eligibility and payment details for a performance-based incentive, as authorized by the Jackson County School District Policy GBREC.

Employee Name:
Date of Payment:
Incentive Amount:

PERS Regulation Acknowledgement
Per the Mississippi Public Employees Retirement System (PERS) Regulation 65:

- This incentive payment is **excluded from earned compensation.**
- This incentive payment **will not be reported to PERS.**

By signing below, the parties confirm and acknowledge the incentive payment details and the PERS exclusion as stated above.

_____	_____
Superintendent	Employee
Date _____	Date _____

DRAFT

MASTER SERVICES AGREEMENT

This Master Services Agreement (the "Agreement") is entered into this 18th day of November, 2025 (the "Effective Date") by and between **Digital Designs, Inc.**, having a principal place of business at 3540 Toringdon Way, Suite 200 , Corporate Headquarters, Charlotte, NC 28277, (hereinafter "DDI"), and **Jackson County Schools**, its principal place of business at **4701 Colonel Vickrey Drive, Vancleave MS 39565** (hereinafter "Company").

1. SERVICES

Subject to the terms and conditions of this Agreement, during the term of this Agreement, DDI will provide Company with services (the "**Services**") as described more particularly on DDI's Service Order and Statement of Work attached hereto and incorporated herein (collectively "**SO**") in the DDI Internet Utility Center(s) as identified on the SO.

2. PAYMENT

2.1 Company will pay the fees for the Services as set forth on the SO.

2.2 Upon execution of this Agreement, Company shall pay to DDI the Initial Setup Fee (as set forth on the SO) prior to any installation or setup of the services. Fees for the Hosting Services shall be billed on an annual basis in advance. In the event that Company orders additional Services to be covered by the SO such additional Services shall be included at mutually agreed upon prices in a written addendum to the SO.

2.3 Payment of Annual Hosting Fees (as described on the SO) ("**Annual Fees**") shall be due within thirty (30) days of the date of each DDI invoice. Invoices shall be delivered to Company at the address set forth in Section 12.10.

2.4 All payments will be made in U.S. dollars. Late payments hereunder will accrue interest at a rate of one and one-half percent (1 1/2%) per month, or the highest rate allowed by applicable law, whichever is lower.

2.5 In the event Company's account becomes past due for more than sixty (60) days after written notice of such past due payment is received by Company, then DDI may, in its sole discretion, terminate this Agreement, in which event the terms of Section 4.3 shall be applicable.

2.6 All payments required by this Agreement are exclusive of all national, state, municipal or other governmental excise, sales, value-added, use, personal property, and occupational taxes, excises, withholding taxes and obligations and other levies now in force or enacted in the future, all of which Company will be responsible for and will pay in full, except for taxes based on DDI's income.

3. CONFIDENTIAL INFORMATION

3.1 Each party (the "Receiving Party") acknowledges that it will have access to certain confidential and/or proprietary information of the other party (the "Disclosing Party") concerning the Disclosing Party's business, plans, customers, employees, companies, technology, and products, including the terms and conditions of this Agreement ("**Confidential Information**"). Confidential Information will include, but not be limited to, each party's proprietary software and electronic data. Each party agrees that as a Receiving Party it will not use in any way, for its own account or the account of any third party, except as expressly permitted by this Agreement, nor disclose to any third party except as required by law or to that party's attorneys, accountants and other advisors as reasonably necessary, any of the Disclosing Party's Confidential Information and will take reasonable precautions to protect the confidentiality of such information. Upon termination or expiration of this Agreement, or upon request of the other party, each party will return all Confidential Information of the other party, including all copies or summaries thereof, in its possession or control to the other party.

3.2 Information will not be deemed Confidential Information hereunder if such information: (i) is known to the Receiving Party prior to receipt from the Disclosing Party; (ii) becomes known to the Receiving Party directly or indirectly from a source other than one known to the Receiving Party having an obligation of confidentiality to the Disclosing Party; (iii) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party; (iv) is independently developed by the Receiving Party without any use of the other party's Confidential Information.

4. TERM AND TERMINATION

4.1 Term. The initial term of this Agreement ("**Initial Term**") shall be for a period of three (3) years from the date first written above. The term of this Agreement shall automatically renew for successive two (2) year terms ("**Renewal Term**") and collectively with the Initial Term and any Extended Term, the "**Term**"), unless notice of non-renewal is provided in a writing signed by the non-renewing party no less than ninety (90) days before expiration of the Initial Term or applicable Renewal Term. At the end of the Term, the Agreement shall automatically renew for successive (2) year extended terms ("**Extended Term**"), and all annual recurring charges shall be increased by ten percent (10%) during the Extended Term.

4.2 Termination by Company. Company may terminate this Agreement at any time by providing ninety (90) days advance written notice to DDI. Company shall immediately pay all accrued fees owed to DDI through the date of termination that have not been paid.

4.3 Liquidated Damages. Company acknowledges that the amount of the annual recurring fees for Services is based on Company's agreement to pay the annual recurring fees for the entire Initial Term or Extended Term, as applicable. DDI's damages from (i) termination by the DDI associated with a Company Default or (ii) the early termination by Company not associated with a DDI Default are difficult to ascertain. For that reason, Company agrees to pay one hundred percent (100%) of the remaining annual recurring charges and of any charges due and payable under any applicable SO's through the then current Term. Company also agrees to pay one hundred percent (100%) of any third party termination or cancellation charges that DDI incurs as a result of Company's Payment Default for any of the Services ordered for and provided to Company under this Agreement or any subsequent amendment to this Agreement. This provision is intended to establish liquidated damages and is not intended as a penalty. Other than as set forth herein, this liquidated damages provision does not waive or alter any remedies available to DDI under this Agreement for Company's Default or early termination.

4.4 Termination of Service Order. Without invalidating this Agreement or any other SO in progress at the time, any single SO may be terminated upon ten (10) days notice to DDI, and neither party shall have any further liability.

4.5 Termination due to Bankruptcy. Either party may terminate this Agreement immediately if (a) the other party makes any assignment of its business for the benefit of creditors, (b) the other party files a petition in bankruptcy or has filed against it an involuntary petition under any bankruptcy code (or any similar petition under any insolvency law of any jurisdiction), (c) a receiver, trustee in bankruptcy, or similar officer has been appointed in respect of the whole or a substantial part of a party's assets, (d) the other party is adjudged bankrupt, or (e) if a party is dissolved or liquidated.

4.6 Responsibilities of the Parties upon Termination. Upon termination of this Agreement for any reason, (a) the Receiving Party shall return all of Disclosing Party's, defined in Section 3, above, Confidential Information that is in its possession or subject to its control and, upon written request of Disclosing Party, the Receiving Party shall provide a sworn affidavit executed by an officer of Receiving Party certifying that it has complied with the confidentiality provisions of the Agreement (b) Company shall remain liable for payment of fees due prior to such termination, and (c) Company shall return any Deliverables in its possession (d) Company shall pay DDI for conversion services to package and return any Electronic Data requested at current rates.

5. OWNERSHIP OF INTELLECTUAL PROPERTY

5.1 All pre-existing materials (**"Materials"**) provided by DDI, other than the deliverables created specifically for Company (**"Deliverables"**), as specifically set forth in the SO, shall be the sole and exclusive property of DDI. Materials shall mean Licensed Products User's Manuals and Administrative Guides. Deliverables shall mean all Company related PDF documents including those generated by the Licensed Products and related Database information supplied by Company. To the extent, however, that any ideas, concepts, inventions, know-how, data-processing techniques, software or documentation developed by DDI in connection with Materials or services provided to Company are a derivative of DDI's Intellectual Property (collectively, the **"Licensed Products"**), DDI retains the sole and exclusive right therein and grants Company a worldwide, non-exclusive, royalty-free license ("License") during the term of this Agreement, to use DDI's Licensed Products and derivations thereof as incorporated or necessary in conjunction with any such Deliverables.

6. CUSTOMER DATA

6.1 All Company Data provided to DDI will remain the sole property of Company to the full extent provided by law.

6.2 Company will have sole responsibility for the accuracy, quality, integrity, legality, reliability, appropriateness of and copyright permissions for all Company Data. DDI will not use the Company Data for any purpose other than to provide the Services to Company and for statistical reporting to Company or for Company audit purposes.

6.3 DDI will use commercially reasonable security measures to protect Company Data against unauthorized disclosure or use. DDI will notify Company in the event that a security breach has been detected.

6.4 In the event the Company determines that a breach or potential breach involves unauthorized access of the DDI network the Company should contact DDI immediately and report the incident. DDI will take all commercially reasonable measures to assess the incident and implement measures to prevent further risk.

7. DISCLAIMERS AND WARRANTIES

7.1 Each party represents and warrants to the other party that it has the power and authority to enter into and perform under this Agreement, that this Agreement has been duly executed

and delivered by authorized individuals of each party and constitutes a valid, legal and binding agreement.

7.2 DDI represents and warrants that the Services, Materials and Deliverables, including any systems it may install as part of possible Services, will operate substantially as described in the SO and any technical documentation accompanying the system or Services, and will be free of defects in materials and workmanship, for the Term of this Agreement. This warranty includes, but is not limited to, the cost of parts and labor to perform the Services again, or to restore the system, Materials or Deliverables to good working condition by adjustment, repair or other replacement of defective parts with new parts, at DDI's sole cost and expense.

7.3 DDI represents and warrants that any services purchased by Company will be performed by qualified and skilled individuals in a timely and professional manner, in conformity with standards generally accepted in DDI's industry. Additionally, DDI represents and warrants that all Confidential Information provided by Company to DDI shall be transferred, utilized and stored in conformity with standards generally accepted in DDI's industry. DDI represents and warrants that: (a) all Company data it stores shall be in a controlled, environmentally stable environment; and (b) DDI has adequate disaster recovery policies and procedures in place to protect Company's data.

7.4 EXCEPT FOR THE WARRANTIES EXPRESSLY SET FORTH HEREIN, DDI PROVIDES THE LICENSED PRODUCTS AND SERVICES "AS IS" AND DISCLAIMS, TO THE MAXIMUM EXTENT PERMITTED BY LAW, ANY AND ALL IMPLIED WARRANTIES OF MERCHANTABILITY, AND FITNESS FOR ANY PARTICULAR PURPOSE. COMPANY ASSUMES ALL RESPONSIBILITY FOR DETERMINING WHETHER THE SERVICE OR THE INFORMATION GENERATED THEREBY IS ACCURATE OR SUFFICIENT FOR COMPANY'S PURPOSES. DDI DOES NOT WARRANT THAT USE OF THE SYSTEM WILL BE ERROR-FREE OR UNINTERRUPTED.

8. *INDEMNITY*

8.1 Infringement. DDI will defend, indemnify and hold Company, its subsidiaries and affiliates and their respective officers, directors, employees, and agents, harmless from and against any claim brought by a third party to the extent it alleges that the Services or Materials, Delvierables, Licensed Products infringe any United States patent, copyright, or trademark, or misappropriates any trade secret or other proprietary right of that third party ("**Infringement Claim**"), and will pay all costs, damages and expenses (including reasonable legal fees) finally awarded against Company by a court of competent jurisdiction or agreed to in a written settlement agreement signed by Company arising out of such Infringement Claim; provided that: (i) Company gives DDI prompt written notice upon learning of an Infringement Claim or potential Infringement Claim; (ii) DDI may assume sole control of the defense of such Infringement Claim and all related settlement negotiations, but any such settlement shall include a full release of Company; and (iii) Company reasonably cooperates with DDI, at DDI's request and expense, in the defense or settlement of the Infringement Claim, including the provision of all assistance, information and authority reasonably requested by DDI.

8.2 Remedy. In the event of an infringement Claim, DDI shall have the option, at its expense, to (a) modify the Licensed Products, or Services, Materials or Deliverables to be non-infringing; (b) obtain for Company the right to continue using the Licensed Products, Services, Materials, or Deliverables on the same or similar terms as provided in this Agreement; or (c) replace the Licensed Products, Services, Materials, or Deliverables with like functionality. This Section 8 states DDI's entire liability and Company's exclusive remedy for infringement.

8.3 Survival. The indemnity provisions in this Section shall survive termination of this Agreement with respect to indemnification obligations arising prior to such termination.

9. *ASSIGNMENT*

9.1 This Agreement shall be binding on and inure to the benefit of the parties' respective assigns, except that the rights granted hereunder cannot be assigned or otherwise transferred by the Company without the prior written consent of DDI.

10. LIMITATION OF LIABILITY

NEITHER DDI NOR ITS AFFILIATED PARTIES SHALL BE LIABLE TO COMPANY FOR ANY CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES (INCLUDING DAMAGES FOR LOSS OF BUSINESS PROFITS, BUSINESS INTERRUPTION, LOSS OF BUSINESS INFORMATION AND THE LIKE) ARISING OUT OF THE USE OF OR THE INABILITY TO USE THE SERVICES OR THE SITE.

11. MAINTENANCE SUPPORT

11.1 DDI reserves the right to notify the Company of scheduled maintenance times to allow general maintenance to be performed on the site.

12. GENERAL PROVISIONS

12.1 Governing Law and Venue. This Agreement, any dispute arising under or which is related to this Agreement (whether in contract, tort or otherwise), and the validity, performance and interpretation of this Agreement shall be governed by and construed in all respects, under the laws of the United States of America and the State of North Carolina.

12.2 Authority of Authorized Affiliate. Company understands that DDI's Authorized Affiliate is not an employee of DDI and is an independent business entity and, therefore has not express or implied authority to bind DDI nor is DDI liable for any acts of the Authorized Affiliate which are outside the scope of such agency.

12.3 Relationship of the Parties. DDI is an independent contractor. At no time will either party represent itself as an agent, employee, lessee, sub-lessee, partner or joint venture partner of the other party, and no employer-employee relationship shall exist between either party and any employee or agent of the other party. Neither party hereto shall have the express or implied right or authority to assume or create any obligation on behalf or in the name of the other party or to bind the other party in regard to any contract, agreement or undertaking with any third party.

12.4 Amendment. This Agreement may not be released, discharged, supplemented, interpreted, amended, or modified in any manner except in a writing signed by a duly authorized representative of each of the parties.

12.5 Waiver. The failure of either party to require the performance of any obligation under this Agreement shall not be a waiver of that or any other or subsequent breach; all waivers must be in writing signed by the waiving party. The waiver by either party of any breach hereunder, shall not prevent a subsequent enforcement of such obligation or constitute a waiver of any subsequent breach.

12.6 Severability. If any provision of this Agreement is held to be invalid or unenforceable, such provision will be amended to achieve as nearly as possible the objectives of, and the same economic effect as the original provision and all other provisions will remain in full force and effect.

12.7 Release From Obligations. Neither party shall be liable for any delay or failure to perform its obligations hereunder due to (i) a *force majeure* event (including, without limitation, strikes, shortages, riots, insurrection, fires, flood, storm, explosions, acts of God, war, civil unrest, terrorism, labor conditions, earthquakes, or any other cause); (ii) or any material condition beyond such party's reasonable control, provided however, that this paragraph does not

excuse any breach of the terms of this Agreement (a) governing the use, reproduction, disclosure or transfer of the Licensed Products or of any Confidential Information of a party; or (b) for failure to pay for Licensed Products or Services rendered hereunder. If the force majeure event referred to herein continues for a period of thirty (30) consecutive days, either party may terminate this Agreement, and neither party shall be deemed in default.

12.8 Non-Solicitation. The parties agree that they will not directly solicit any employee of the other party for the Term of this Agreement. Solicitations of a general nature (e.g., newspaper advertisements) are not prohibited by the foregoing provision.

12.9 Counterparts and Admissibility of Electronic Copies. The Agreement and any amendment or Addendum thereto may be executed in counterparts each of which when executed by the requisite parties shall be deemed to be a complete original document. An electronic or facsimile copy of the executed Agreement or any amendment or Addendum thereto or counterpart thereof shall be deemed, and shall have the same legal force and effect as, an original document.

12.10 Notices. (a) Any notice required under this Agreement shall be delivered by certified U.S. Mail, return receipt requested, or established, reputable expedited delivery carrier providing proof of delivery service, and will be deemed given upon delivery to the party to whom it is intended (or delivery refusal) at its record address as established by the U.S. Post Office return receipt or the expedited delivery carrier's proof of delivery. The record addresses of the parties are set forth below.

(b) If to Company:
Jackson County Schools
4701 Colonel Vickrey Street
Vancleave, MS 39565
Attn: Business Manager

(c) If to DDI:
Digital Designs, Inc.
3540 Toringdon Way, Suite 200
Charlotte, NC 28277
Attn: Chief Legal Officer

(d) Either party may change its record address by giving written Notice of such change to the other party.

13. ENTIRE AGREEMENT.

This Agreement embodies the entire agreement between the parties with regard to the subject matter hereof and, shall as of the effective date hereof, supersede all prior written or oral agreements or contemporaneous discussions, negotiations, correspondence or other understandings between the parties, relating to this Agreement. The parties stipulate that neither of them has made any representation with respect to the subject matter of this Agreement or any representation including the extension and delivery hereof except such representations as are specifically set forth herein, and each of the parties acknowledges that it has relied on its own judgment in entering into this Agreement upon the facts within their knowledge. No verbal agreement or implied covenant shall be held to vary the provisions hereof, any statements, law or custom to the contrary notwithstanding. No promise, representation, warranty or covenant not included in this Agreement has been or is relied upon by either party.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives.

This instrument has pre-audited in the manner required by The School Budget and Fiscal Control Act.

JACKSON COUNTY SCHOOLS	**DIGITAL DESIGNS, INC.**
By: _____	By: _____
Name: Davis Baggett Printed or Type	Name: _____ Printed or Type
Title: Superintendent	Title: _____
Date: _____	Date: _____

SIGN HERE

The Jackson County School District Standard Contract Addendum attached hereto as Exhibit "A" is hereby incorporated into the Agreement between the parties. _____Digital Designs, Inc.

EXHIBIT "A"

JACKSON COUNTY SCHOOL DISTRICT
STANDARD CONTRACT ADDENDUM

WHEREAS the Jackson County School District (hereafter "JCSD"), is a political subdivision of the State of Mississippi and as such is restricted from entering into contracts and/or agreements with terms and/or provisions contrary to or prohibited by Mississippi Law.

NOW, therefore, in consideration of the mutual benefit to both parties, the undersigned contracting party, Digital Designs, Inc., does hereby agree to the following standard terms, conditions and provisions of the Jackson County School District Standard Contract Addendum, and the same are hereby adopted and incorporated into, and shall apply to the Master Services Agreement (MSA-09887.1) between the Jackson County School District and Digital Designs, Inc. as follows:

1. Term/No Automatic Renewal: There shall be no automatic renewals. Any extension or renewal of the agreement between the parties is subject to approval by the Board of Education of the Jackson County School District and shall be subject to the terms of this addendum. Further, terms and provisions to the contrary notwithstanding, absent specific statutory authority, no contract can be entered into that binds a successor JCSD Board of Education.

2. Governing Law/Venue/Exclusive Jurisdiction: Mississippi law shall govern the interpretation of the agreement between the parties and any dispute that may arise between the parties. The State and Federal Courts with jurisdiction over Jackson County, Mississippi shall have exclusive jurisdiction of any dispute between the parties and the venue of said disputes shall be in Jackson County, Mississippi or the Federal Courts of the Southern District, Southern Division of Mississippi as the case may be. Further, any entity or business which contracts with the JCSD submits to the personal jurisdiction of the State or Federal Courts having jurisdiction over Jackson County, Mississippi.

3. Indemnity: The JCSD shall not be subject to the terms of any provision or term in the contract requiring it to defend or indemnify or hold harmless any entity or party to the contract, or any other party, and shall not be liable under any scenario for the other party's legal fees.

4. No waiver of Warranties: Notwithstanding any provisions to the contrary, any contract provision seeking to limit the JCSD's recovery resulting from the breach of any applicable warranties whether expressed, implied or common law, shall be of no force or effect. JCSD does not make any warranty, and any provision stating or implying that JCSD is making a warranty shall have no force or effect.

5. No Waiver of Damages: Notwithstanding any provision to the contrary that may be found in the contract, supplemental terms or terms of use that may be referenced therein, and solely to the extent necessary to comply with Mississippi law, any provision seeking to limit and/or waive the recovery by the JCSD of any type of damages, including but not limited to consequential, special and/or punitive damages shall be of no force and effect. Further, solely to the extent necessary to comply with Mississippi law, any provision seeking to limit damages of the contracting party to the contract price or some other amount shall be of no force and effect.

6. Arbitration: The JCSD shall not be subject to the terms of any provision contained in the contract, supplemental terms or terms of use that would require the JCSD to submit the resolution of a dispute to binding arbitration and that any such term or provision requiring the same shall be deemed to be of no force or effect.

7. No Waiver of the Right of Trial by Jury: Notwithstanding any provision to the contrary, any provision seeking a waiver by the JCSD to its right to a jury trial as to any aspect of a dispute between the parties hereto shall be of no force or effect.

8. No Waiver or Statute of Limitations: Notwithstanding any provision to the contrary, any provision seeking to limit or modify a statute of limitation or limiting the time for JCSD to pursue legal action or for any purpose shall be of no force and effect.

9. No Waiver of Limitation of Rights or Remedies Under the Uniform Commercial Code: Notwithstanding any provision and/or language of the contract to the contrary, any provision seeking a waiver or to limit any applicable rights and/or remedies of the JCSD under the Uniform Commercial Code shall be of no force and effect.

10. Payments to Contractor: JCSD will deliver payments to Contractor no later than forty-five (45) days after receipt of invoice and receipt, inspection and approval of Contractor's products/services. Any provision that requires JCSD pay the contractor sooner are deleted. Any provision that requires JCSD pay Contractor any late charges shall have no force or effect.

11. Confidentiality: JCSD is subject to the Mississippi Public Records Act and the Mississippi Accountability and Transparency Act of 2008, and any provision requiring confidentiality in violation of the public records law shall have no force or effect.

12. Availability of Funding: The continuance of any JCSD contract is based on the availability of funds. Should there be no funds available for any succeeding funding period; the contract will be cancelled as of the end of the funding period with no further obligation on the part of JCSD. This contract is cancellable with thirty (30) days' notice to the vender at the end of the fiscal period in the event funds are not appropriated by the funding authority.

13. Conflict of Terms: To the extent there is a conflict between the terms of this addendum and contracting party's contract document and/or documents, the terms of this addendum will control. Upon expiration or termination of this contract, the terms of this addendum shall survive and will apply with respect to any dispute that may exist between the parties.

14. Amendment: Even if not specifically provided for herein, the terms, conditions and provisions of Agreement between the parties including the terms and provisions of the Digital Designs, Inc. Master Services Agreement (MSA-09887.1) (Provisions 1-13; Pgs. 1-7), as well any other attendant document and/or documents made a part of the agreement between the parties are hereby amended and modified, where necessary and applicable and to the extent necessary to comply with Mississippi law as set forth in the Mississippi Code of 1972, as amended, and as interpreted by the Mississippi Attorney General and the Mississippi Supreme Court.

Additional Terms and Provisions:

15. Any provision requiring JCSD to name the contractor as an additional insured is deleted. Any provision requiring JCSD to purchase insurance coverage beyond the coverage afforded JCSD pursuant to the Mississippi Tort Claims Act is deleted.

16. Neither party may assign its rights or delegate its duties under the contract without the prior written consent of the other party, which shall not be unreasonably withheld.

17. Any references to JCSD waiving any cause of action it may have against Contractor or any other party as a result of Contractor's breach of the contract, or Contractor's own negligence or willful misconduct or the negligence or willful misconduct of Contractor's employees or agents are deleted.

18. JCSD does not agree to pay extra compensation, fees, or allowances after service rendered or contract made, or for any payment not authorized by law, including liquidated damages. JCSD does not agree to expend public funds for goods and/or services not received.

19. JCSD does not waive its sovereign immunity or any Constitutional Eleventh (11th) Amendment immunity to which it may be entitled.

Digital Designs, Inc.:	Jackson County School District:
_____	_____
NAME & TITLE (SIGNED)	NAME & TITLE (SIGNED)
_____	David Baggett, Superintendent
NAME & TITLE (PRINT)	NAME & TITLE (PRINT)
_____	_____
(DATE)	(DATE)

Corpay MasterCard Corporate Card® Agreement

CUSTOMER INFORMATION

Company Name: **Jackson County School District**

Address: 4700 Colonel Vickrey Road

City: Vancleave State: MS Zip: 39565

This Corpay MasterCard Corporate Card® Agreement is made and entered into by and between Corpay Inc. ("Corpay") and the Customer named above relating to the establishment of MasterCard account(s) with Corpay pursuant to the terms and conditions set forth herein. This Agreement consists of (i) this Cover Page, (ii) the General Terms and Conditions attached hereto, (iii) the Fee Schedule attached hereto and (iv) any Service Schedules attached hereto (collectively, the "Agreement").

By signing below, Customer acknowledges receipt of this Agreement and agrees to abide by all terms and conditions hereof.

ACCEPTED AND AGREED:

CUSTOMER:	**CORPAY INC.**
By:	By:
Name: David Baggett	Name:
Title: Superintendent	Title:
Date:	Date:

General Terms and Conditions

1. Nature of Account and Card Use. Corpay will provide Customer with one or more accounts through the use of which Customer may access certain card networks ("Networks"), and the financial information and other services provided for in this Agreement and any Schedules attached hereto (collectively, the "Account"). In connection with the Account, Corpay, in accordance with Customer's request, shall provide special Corpay®MasterCard Corporate Cards®, which may include fleet, purchasing, T&E and multi cards (collectively, "Cards"), and which are issued by Regions Bank, headquartered in Birmingham, Alabama, or another financial institution ("Issuing Bank"). Corpay is an agent or representative of Issuing Bank or its affiliates. All Cards issued to Customer shall remain the property of the Issuing Bank and must be returned or destroyed (with certification of destruction) upon request. Corpay or the Issuing Bank may cancel, revoke, repossess or restrict the use of Cards at any time. If Customer was referred to Corpay by a Referral Agent as indicated on the Cover Page to this Agreement, Customer authorizes Corpay to share certain Account information with Referral Agent on a regular basis, including but not limited to, credit limit and card usage information, and permits Referral Agent to use such information.

2. Customer Representations and Warranties. Customer represents and warrants the following:

- Customer is either a governmental, non-profit or commercial enterprise, and the Account and Cards will not be used for personal, household or consumer purposes;
- Customer is not registered with FinCEN as a money service business, is not a licensed money transmitter, and is not a payment aggregator or bill payment facilitator;
- the Account and Cards will be used for legitimate business charges only and Customer will have neither consumer law rights nor remedies available to consumers associated with any purchases, charges or other activity associated with the Cards;
- the Account and Cards will only be used to make payments on behalf of Customer and will not be used to make payments on behalf of any third party;
- the Account and Cards will only be used for valid and lawful purposes and will not be used for gambling, online gaming, illicit drug transactions, or any unlawful purposes including without limitation (i) other illegal purchases of goods or services, regardless of whether such transaction violates the laws applicable in the territory where the transaction was initiated or merchant is located, or (ii) purchases that are prohibited by local law; and
- the Account and Cards will not be used in any way that would cause Corpay or Issuing Bank to violate applicable Law.

If Customer uses, or allows someone else to use, the Account or Cards in violation of the above representations and warranties, Customer shall be responsible for such use and may be required to reimburse Corpay, the Issuing Bank, and MasterCard International Incorporated ("MasterCard") for all amounts or expenses either Corpay, the Issuing Bank or MasterCard pays as a result of such use.

3. Credit Limit; Credit Information. If applicable, Corpay will establish a credit limit for the Account. The credit limit is subject to periodic review and adjustment by Corpay in its sole discretion. Customer shall provide Corpay with such financial information as Corpay may reasonably require, including, without limitation, annual financial statements within a reasonable time after Customer's fiscal year-end and interim financial statements as requested by Corpay. Customer authorizes Corpay to make any credit investigation Corpay deems necessary and appropriate and to request reports from credit bureaus in connection with this Agreement or any update, renewal or extension of credit. Corpay may furnish information with respect to Customer's Account to credit bureaus or others who may properly receive such information. Customer shall repay Corpay for all credit extended by Corpay and shall not allow its unpaid balance, including unbilled transactions, fees and other charges on the Account, to exceed its credit limit at any time. If Customer exceeds its credit limit, then Corpay may require immediate payment, suspend further Service, and assess additional fees.

4. Security. From time to time Corpay may request Customer to provide security for the performance when due of Customer's obligations hereunder. Customer understands and agrees that it is under no obligation to provide Corpay with such security, but the refusal to provide security when requested may result in adverse credit determinations by Corpay. Any security provided shall be in the amount and form as required by Corpay in its reasonable discretion. The Account will not be available to Customer until such security is accepted by Corpay in its sole discretion.

5. Payment Terms. (a) *Non-Revolving.* Customer shall be responsible for credit extended on the Account. This is not a revolving credit account and the total amount shown on each Account statement (the "Total Amount Due") is due and payable by the date shown on the Account statement. This amount includes transactions posted since the last statement date, applicable account and service fees, amounts past due, late payment charges, charges for returned checks and other applicable charges. For international transactions, the transaction amount includes a MasterCard cross-border fee (currently 90 basis points) and a MasterCard currency conversion assessment fee (currently 20 basis points) which are subject to change in MasterCard's sole discretion.

(b) *Late Fee and Default Interest.* If Customer does not make full payment of the Total Amount Due on the due date, then Customer shall pay a late payment fee equal to the greater of: (i) $150 or (ii) 9.99% of the past due portion of the Total Amount Due (excluding any previous late fees and any default interest charges). In no event will such late charge exceed the lesser of $5,000 or the maximum amount permitted by applicable law. In addition, in the event the Total Amount Due is not paid by the due date, then Corpay may assess a default interest charge at a rate equal to the weekly average prime loan rate as published by the Federal Reserve plus 4% per annum. The default interest is assessed on the Total Amount Due (excluding any late fees and any previous default interest charges) for the period of time such amount remains unpaid beyond the due date. In no event will the default interest rate exceed the maximum rate permitted by applicable law.

(c) *Returned Payment.* Corpay reserves the right to charge a returned payment fee of twenty dollars ($20) or the maximum amount permitted under applicable law, whichever is less.

6. Statements; Reporting. Billing statements and reports are available on-line. Customer understands and agrees that Corpay may filter data received from merchants from time to time as necessary to provide complete reporting information to Customer when the merchant is unable to deliver complete purchase detail.

7. Term; Termination. This Agreement is for an initial term of 3 years commencing on the date this Agreement is executed by Corpay. Thereafter, this Agreement shall automatically renew for consecutive, successive terms of twenty-four (24) months each, unless and until one party provides notice of non-renewal to the other party not less than one hundred eighty (180) days prior to the end of the then-existing term, or unless terminated earlier pursuant to the terms hereof. Corpay may immediately terminate this Agreement and the Account in the event the Network prohibits the Account, the Issuing Bank ceases to be a network member or the Issuing Bank ceases to be the Card issuer, provided that Corpay shall endeavor to provide Customer with advance notice of any such event. In the event of Customer's breach or default under the credit limit and payment terms of this Agreement, Corpay shall have the right to immediately suspend the Account until such breach is cured. In the event such breach or default is not cured within a reasonable period of time, Corpay may thereafter terminate the Agreement. In the event of any other default under this Agreement by either party, the non-defaulting party shall provide the defaulting party written notice of the nature of the default. The defaulting party shall have thirty (30) days from the date of the default notice to cure the default, and if the default is not cured within such time

period, then the non-defaulting party may thereafter terminate this Agreement with written notice. In addition to any other rights of termination, either party may terminate this Agreement upon prior written notice with respect to any individual state or jurisdiction if the terminating party can demonstrate, with documentary support, that changes in applicable laws or regulations or the interpretation thereof will make the performance of such party's obligations hereunder not commercially feasible. The effective date of termination under the preceding sentence will be ninety (90) days from the date notice is delivered, or upon the effective date of the new law or regulation, whichever occurs sooner. Customer's obligation to pay for all outstanding amounts incurred before the effective date of termination shall survive termination.

8. Disputed Items. Customer must notify Corpay in writing of any disputed item on Customer's billing statement within sixty (60) days from the date of the billing statement, or it will be deemed undisputed and accepted by Customer. Unless required by law, Corpay is not responsible for any problem Customer may have with any goods or services charged on the Account. If Customer has a dispute with a merchant, Customer must pay Corpay and attempt to resolve the dispute with the merchant prior to sending the dispute to Corpay. If Customer is unsuccessful in resolving the dispute directly with the merchant, Corpay will attempt to process the dispute through MasterCard subject to the MasterCard rules, as they may be changed from time to time in MasterCard's sole discretion. Corpay is not responsible if any merchant refuses to honor Cards.

9. Account Access. (a) *Access*. Customer's representatives shall access the Account only as required to administer Customer's Card program and for no other purpose.

(b) *Unauthorized Access to Account*. Customer agrees to notify Corpay immediately of any unauthorized use of, or access to, the Account or any passwords or other security codes or procedures used to access the Account or Corpay's system. Customer acknowledges and agrees that it is liable for unauthorized or fraudulent use of the Account until it has notified Corpay of such unauthorized access or use.

(c) *Lost or Stolen Cards*. Customer will not be liable for unauthorized charges on a Card that occur after Customer notifies Corpay of the loss or theft of such Card

10. Limitation of Liability. Corpay shall not be liable for any failure to perform due to acts of God, acts of government or MasterCard or regulatory bodies which significantly inhibit or prohibit the Service, wars, acts of terrorism, fires, floods, explosions, natural catastrophes, civil disturbances, strikes, riots, unusually severe weather (such as tornadoes), or failures or fluctuations in electrical power, heat, light, air conditioning, computer or telecommunications services or equipment or any other cause not within the reasonable control of Corpay. CORPAY'S SOLE RESPONSIBILITY, AND CUSTOMER'S SOLE REMEDY, FOR DAMAGES FOR ERROR, DELAY, OR ANY ACTION OR FAILURE TO ACT SHALL BE LIMITED TO DIRECT MONEY DAMAGES IN AN AMOUNT NOT TO EXCEED THE TOTAL AMOUNT PAID BY CUSTOMER WITH RESPECT TO THE DEFECTIVE SERVICE CAUSING THE DAMAGE DURING THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE LOSS. EXCEPT AS OTHERWISE SET FORTH HEREIN, IN NO EVENT SHALL EITHER PARTY BE RESPONSIBLE FOR INDIRECT, CONSEQUENTIAL, SPECIAL, INCIDENTAL OR PUNITIVE DAMAGES, REGARDLESS OF WHETHER SUCH PARTY WAS MADE AWARE OF THE POSSIBILITY OF SUCH DAMAGES. CORPAY MAKES NO REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS OR IMPLIED, INCLUDING ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

11. Confidentiality; Proprietary Rights. Corpay and Customer agree and covenant to each other that they shall not, during the performance of this Agreement or at any time after the termination or expiration hereof, use or disclose to any third party, other than during the proper performance of their duties hereunder, the confidential and proprietary information of the other party hereto ("Confidential Information"), including but not limited to the rates, terms and conditions of this Agreement; technical information; transaction information; or any of the procedures, practices or confidential dealings of the other party hereto. The foregoing shall not apply to a disclosure required by law provided each party takes reasonable steps, when permissible, to notify the other party prior to such disclosure. Customer acknowledges and agrees that the application software developed, utilized and maintained by Corpay, the internal hardware utilized by Corpay, the internal operating procedures employed by Corpay, technical information, such as file record layouts, and transaction information, including without limitation Corpay card numbers and any data or information gathered by Corpay, whether at the point-of-sale or otherwise, are solely Corpay's Confidential Information and as such are the exclusive and proprietary property of Corpay. The BINs (Bank Identification Numbers) assigned to the Cards are the property of the Issuing Bank.

12. Liability of Acts of Customers, Employees and Agents. Customer agrees to hold Corpay harmless from any and all liability resulting from the acts of any employees or agents of Customer, which acts shall include but are not limited to negligent acts and willful misconduct of such persons, or from the breach by Customer of its obligations under this Agreement. For purposes hereof, any person who is given authorization by Customer to use Cards, Express Checks, codes, passwords or other security codes or procedures shall be deemed an employee or agent of Customer.

13. Right of Setoff and Recoupment. Corpay shall have the right to setoff and apply any amounts owing by Corpay to Customer against any amounts owing from Customer to Corpay pursuant to any Agreement between Corpay and Customer or any amounts in the possession of or under the control of Corpay.

14. Monitoring and/or Recording Communication. Customer understands and agrees that Corpay may in its discretion, but is not obligated to, monitor and/or record any telephone calls by Customer or its employees and/or agents without any further notice for quality control purposes and for its own protection. Corpay may also monitor, record, and/or make a record of any other communications between Customer or its employees and/or agents and Corpay without any further notice, and Corpay may use the resulting information for internal purposes or as may be required by applicable law. Customer hereby consents to Corpay's monitoring and/or recording of any telephone calls and communications with Customer or its employees and/or agents. Customer acknowledges and understands Corpay may not record all telephone calls or communications, and Corpay does not guarantee that recordings of any particular telephone calls or communications will be retained or be capable of being retrieved.

15. Taxes. Customer is solely responsible for any and all tax related obligations in connection with using the Account or Cards or related services, including, without limitation, proper withholding and reporting, and Customer agrees to indemnify and hold Corpay and its affiliates harmless from any and all liabilities, including interest and penalties, which are or may be imposed on Corpay or any of its affiliates pursuant to any such federal, state and local tax laws and regulations.

16. Press Releases, Publicity, Etc. Customer shall not issue any press release or disseminate similar publicity or other information regarding this Agreement or the Service for Customer or utilizing the trademarks, service marks, trade names or logos of Customer, Corpay, Issuing Bank or the Networks, including, without limitation, web site information instructional or marketing materials or brochures, without the express prior written approval of Corpay, Issuing Bank or the Networks, as appropriate.

17. Independent Contractors. None of the provisions of this Agreement is intended to create nor shall be deemed or construed to create any relationship between the parties hereto other than that of independent entities contracting with each other hereunder solely for the purpose of effecting the provisions of this Agreement. Neither of the parties hereto, nor any of their respective employees, shall be construed to be the employer of the other. Customer and Corpay agree that Corpay is only providing services under this Agreement as an independent contractor.

18. Notices. All written notices required to be given by this Agreement shall be deemed to be duly given if delivered personally or sent by U.S. certified mail, facsimile or overnight courier to Corpay, 5301 Maryland Way, Brentwood, TN 37027, attention: President, or to Customer at the address listed on the Cover Page of this Agreement.

19. Custom Services. To the extent Customer requires custom services, including, without limitation, custom reporting, data loads, dashboards, report distribution, training and other custom development work, Corpay may provide such custom services pursuant to a statement of work agreed to and executed by the parties. Such statement of work will include a description of the scope of services to be performed by Corpay and an estimated cost for such custom services based on Corpay's applicable standard hourly rates in effect at the time of service.

20. Government Regulation. IMPORTANT INFORMATION ABOUT PROCEDURES FOR BEING A CORPAY CUSTOMER- To help the government fight the funding of terrorism and money laundering activities, federal law requires Corpay to obtain, verify, and record information that identifies Customer (and any guarantor or co-maker) as part of initial and on-going customer review processes. Therefore, Corpay may, at Corpay's option, require Customer to provide various identifying information that will allow Corpay to properly identify Customer, which may include but not be limited to name, address, taxpayer identification number, and other information. Customer represents and covenants that (a) Customer and any person to whom Customer provides a Card is not currently and shall not become subject to any law, regulation or list of any government agency (including, without limitation, the U.S. Office of Foreign Asset Control list) that prohibits Corpay from making any advance or extension of credit to Customer or from otherwise conducting business with Customer, and (b) Customer shall provide to Corpay, MasterCard and Issuing Bank, when requested, documentary and other evidence of Customer's identity or the identity of any person to whom Customer provides a Card, so that Corpay may comply with any applicable law or regulation or Corpay's AML Policy.

21. Exclusivity. During the initial and any renewal term of this Agreement, Customer agrees that Corpay will be Customer's exclusive provider of commercial credit card products.

22. Miscellaneous. (a) This Agreement shall be exclusively governed by the laws of the State of Tennessee without regard to the choice of law rules of such state. Any action brought by Customer to enforce or interpret this Agreement shall be brought exclusively in the appropriate judicial forum located in Nashville, Davidson County, Tennessee, and Customer does hereby consent to such jurisdiction and waives any objections thereto. (b) Upon Corpay's reasonable request, Customer agrees to promptly complete and deliver such further documents as necessary or appropriate in connection with this Agreement. (c) Failure to insist upon strict compliance with any of the terms or conditions of this Agreement shall not be deemed a waiver of such term or condition, nor shall waiver or relinquishment of any right or power hereunder at any time be deemed a subsequent waiver or relinquishment of such right or power. (d) In addition to its rights under Sections 3 and 4, Corpay may change the terms of this Agreement at any time, including, without limitation, in the event of any future changes to applicable law or the interpretation thereof or changes in the Network rules, and will notify Customer of any such changes at least thirty (30) days prior to the effective date of the change, unless a shorter notice period is required by applicable law or Network rules. If Customer does not agree to any such change, it may provide written notice to Corpay of its objection to such change within ten (10) days of receipt of notice from Corpay of the change, and upon receipt of such objection, Corpay may withdraw the change by written notice to Customer. If Corpay does not withdraw the change, it will become effective on the date provided in the original notice of change to Customer, provided that Customer may terminate the Agreement with written notice to Corpay within fifteen (15) days of the effective date of such change. Unless Customer provides notice of its objection as set forth above and exercises its right to terminate in the event Corpay does not withdraw such change, retention or use of the Account after the effective date of any such change will constitute acceptance of the new terms. (e) This Agreement, including the Cover Page, these General Terms and Conditions, and any other exhibits, schedules or addenda attached hereto and made a part hereof, constitutes the entire agreement of the parties with respect to its subject matter; supersedes all prior agreements and understandings, oral or written, of the parties with respect to this subject matter; and except as expressly set forth herein, may only be modified by a writing signed by Corpay and Customer. (f) Customer shall be bound by and comply with all applicable laws and regulations ("applicable law") and all payment network rules, guidelines, requirements, and prohibitions ("network rules") regarding Customer's use of the Account and Card(s). Customer shall permit Corpay to reasonably investigate or audit Customer's compliance with applicable law and network rules regarding Customer's use of the Account and Card(s). (g) In the event of any conflict between the provisions of the General Terms and Conditions and any Service Schedule, the provisions of the applicable Service Schedule shall control with respect to the applicable service. (h) Any provision of this Agreement that by its nature is intended to survive termination of this Agreement shall so survive and shall remain enforceable after such termination. (i) The section and other headings contained in this Agreement are for reference purposes only and shall not affect the meaning or interpretation of this Agreement. j) In case one or more of the provisions contained in this Agreement or any application thereof shall be invalid, illegal, or unenforceable in any respect, the validity, legality, and enforceability of the remaining provisions contained herein and any other application thereof shall not in any way be affected or impaired hereby. k) No provision of this Agreement shall be construed in favor of, or against, any particular party by reason of any presumption with respect to the drafting of this Agreement; both parties, having fully participated in the negotiation of this Agreement, hereby agree that this Agreement shall not be subject to the principle that a contract would be construed against the party which drafted the same. (l) Customer may not transfer or assign this Agreement without the prior written consent of Corpay. (m) Customer acknowledges and agrees that electronic records and signatures shall have the full legal effect of a writing. (n) In the event that the Account is turned over to a collection agency or an attorney for collection of unpaid amounts or otherwise to enforce this Agreement, Customer agrees to pay all costs, fees and expenses of such agency or attorney, including, without limitation, court costs and out-of-pocket expenses.

[Fee Schedule Follows]

FOR INTERNAL USE ONLY:

MultiCard Transactions
Billing Terms: day(s) *Payment Terms: 7 day(s)*

Virtual Card Transactions:
Billing Terms: 1 day(s) *Payment Terms: 0 day(s)*

Corpay MasterCard Corporate Card® Agreement
Fee Schedule

Customer shall pay to Corpay a fee as follows:

ACCOUNT FEES:

Setup Fee: $ 0.00

If Customer is implementing multiple products (virtual card and multi-card) only one setup fee will apply so long as both products are implemented within 3 months of each other; otherwise a second setup fee will be charged by Corpay.

OTHER FEES:

$ 50.00 Over-limit Fee

$ 15.00 Account Reinstatement Fee

The following fees will be applied to all overnight MasterCard card orders that are shipped to the same address:

- 1-5 cards* = $10
- 6-10 cards* = $15
- 11+ cards* = $15 + $1 for each additional card

* Local sales tax may apply. Applies to orders that are shipped to the same address

$ 20.00 per billing cycle to Provide Paper Copies of Billing Statements and Reports

Customer shall pay an account maintenance fee equal to $1.50 per transaction for performing any card maintenance transaction through a customer service representative that affects the status of a particular Card and for credit limit or current day activity inquiries by Customer

If a MasterCard Distribution ID is created (i.e. Customer has requested Corpay send transactions to an Expense Management solution external to Corpay, or MC Smart Date Gen 2) Corpay will charge $150.00 per month and $.10 per transaction for each transaction for each Distribution ID.

Digital Designs Virtual Payments
Rebate Agreement

CUSTOMER INFORMATION

Company Name: **Jackson County School District**

Address: **4700 Colonel Vickrey Road**

City: **Vancleave** State: **MS** Zip: **39565**

This Digital Designs, Inc. Virtual Payments Corporate Payment Solution Agreement is made and entered into by and between Digital Designs Inc. ("DDI") and the Customer named above relating to the establishment of MasterCard account(s) with Comdata pursuant to the terms and conditions set forth.

QUARTERLY INCENTIVE

Virtual Card Transactions: Base incentive equal to **85** basis points on all payments run through the standard V-Pay payments program. The incentive is paid quarterly and is calculated each month based on the Customer's previous months spend volume, net of any charge backs, and credit losses for standard transaction with an interchange rate over 200 basis points. For transactions with an interchange rate under 200 basis points Customer will receive 50% of the transactions net rebate.

For DocAgentPay Direct transactions (i.e., In Digital Designs proprietary file network), Customer will receive 50% of transactions net rebate.

Digital Designs reserves the right to adjust the monthly incentive paid hereunder in the event MasterCard decreases the interchange rate payable on Customer's transactions, or should MasterCard or Issuing Bank increase any fees or assessments applicable to Customer's transactions.

By signing below, Customer acknowledges receipt of this Agreement and agrees to abide by all terms and conditions hereof.

ACCEPTED AND AGREED:

	DIGITAL DESIGNS, INC.
BY:	**By:**
Printed Name: David Baggett	Name: Jeff Buckner
Title: Superintendent	Title: President
Date:	Date:

Digital Designs Virtual Payments
Rebate Agreement – Addendum A

DocAgentPay Services Schedule

By using the DDI DocAgentPay services (DocAgentPay), Customer acknowledges and agrees that the Terms of Service as set forth by the Terms and Conditions (DocAgentPay) shall govern and control with respect to Customer's use of the DocAgentPay services. A description of the services offered through the DocAgentPay Services and the applicable fees are set forth below.

ACH, Wire Services and Check Services

Setup Fee: $ 0.00

$1.60 per ACH transaction – Vendor would receive payment same day up until 2pm EST. After 2pm EST the vendor would receive payment the next day.

$3.50 per WIRE Transfer

Check printing / mailing

- Integrating Customer's flat ASCII data file, or other acceptable format, for us with the Payment Solution
- Digitizing service for up to 3 images (signatures and/or logos).
- Design of an electronic form for remote printing of A/P checks.
- Production at secure facility designed specifically to handle check payments.

Per Check Item Fees:

Monthly Payment Volume	Cost per Check (excluding postage)	Cost per Overflow Page
<1,000	$1.45	$0.12
1,000 – 4,999	$1.42	$0.12
5,000 – 9,999	$1.40	$0.12
10,000 – 19,999	$1.35	$0.12
20,000+	$1.32	$0.12

ACH, Wire Services and Check Services along with Postal fees will be deducted from the Clients Quarterly Rebate. In the event the quarterly rebate does not cover the associated payment service fees Digital Designs will bill the Client directly.

Postage is billed at current USPS rate.

Additional Fees:

- For exceptions not indicated in the data file, Check 'pulls' and redirects may have a $50.00 handling fee to locate the printed item, and will have a per item charge of $4.50 per item
- Labeling and handling for expedited courier packages is $4.00 for US shipments
- Cost to have your addresses verified against the USPS database for move update is $0.02 each address
- Checks drawn on a Canadian Account(s) require a unique stock required by Canada and have a $0.02 per item fee. The Customer will need to send a separate file for any payments that will clear on Canadian bank accounts
- Research to identify issues with the client submitted file are billed at #150.00 per hour with a minimum charge of $50.00
- Technical support services including form modifications, signatures and logos are $699. Rush services are billed at $995.00 per hour.
- Orders that are 6 or more sheets will require insertion into 8 x 11 flat envelopes. Flat insertion per Unit : $2.50
- Client fees are subject to change with 30-day notice of any such increases.

CUSTOMER INFORMATION

Company Name: **Jackson County School District**

Address: **4700 Colonel Vickrey Road**

City: **Vancleave** State: **MS** Zip: **39565**

This Digital Designs, Inc. Corporate Payment Solutions Agreement is made and entered into by and between Digital Designs Inc. ("DDI") and the Customer named above relating to the establishment of payment account(s) with DDI pursuant to the terms and conditions set forth herein.

By signing below, Customer acknowledges receipt of this Agreement Addendum A and agrees to abide by all terms and conditions hereof.

	DIGITAL DESIGNS, INC.
BY:	**By:**
SIGN HERE	
Printed Name: David Baggett	Name: Jeff Buckner
Title: Superintendent	Title: President
Date:	Date:

Digital Designs
MOVING BUSINESS BEYOND PAPER

Service Order Prepared For:		Service Order Prepared By:	
Company:	**Jackson County School District**	Company:	Digital Designs, Inc.
Address:	**4700 Colonel Vickrey Road** **Vancleave, MS 39565**	Address:	3540 Toringdon Way Suite 200 Charlotte, NC 28277
			Kevin Russell

Prepared on: October 22, 2025

Quote Expiration November 21, 2025

Virtual Payment Platform

Annual Subscription: No Annual Fee.

Premier Client Rebate Revenue Paid QUARTERLY

Virtual Payment Solution

DocAgent Annual Fees

Part Number	Description	Unit Price	Qty	Extended Price
DAH-VPay	Annual Subscription – DocAgent Virtual Payment Platform	$0.00	1	$0.00
			Total Annual Fees	**$0.00**

Services and Software Assurance

Part Number	Description	Unit Price	Qty	Extended Price
PSG-ProfSvcs	Installation and Configuration of Virtual Payment Platform	$0.00	1	$0.00
PSG-ProfSvcs	Training and Support of Virtual Payment Platform	$0.00	1	$0.00
	* No Travel or Expense required unless onsite training requested.			
			Total Professional Services – One Time Fees	**$0.00**

Grand Total:	**$0.00**

Terms

*The initial term of this Agreement ("**Initial Term**") shall be for a period of three (3) years from the date first written above. The term of this Agreement shall automatically renew for successive two (2) year terms ("**Renewal Term**") and collectively with the Initial Term and any Extended Term, the "**Term**"), unless notice of non-renewal is provided in a writing signed by the non-renewing party no less than ninety (90) days before expiration of the Initial Term or applicable Renewal Term. At the end of the Term, the Agreement shall automatically renew for successive (2) year extended terms ("**Extended Term**").*

Master Services Agreement

The Master Services Agreement is hereby incorporated by reference in this Service Order ("Master Services Agreement"). Customer acknowledges that all terms of the Master Services Agreement are in full force and effect, its representations and warranties are true and accurate, and it has complied with its covenants in all material respects.

Unless otherwise stated herin, all capitalized terms not defined in this Service Order are defined in the Master Service Ageement. By signing below, Customer accepts the terms of this Service Order. The Agreenents constitute the entire agreement between the parties with respect to the subject matter hereof. In the event of a conglict between the terms of the Master Services Agreement and any other Agreement, the terms of the Master Services Agreement shall control.

Service Order Authorization

SIGN HERE

Customer Signature _____

Printed Name David Baggett

Title Superintendent

Date Signed _____

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	DisposalReason	DisposalRequestDate
16357	IPAD	APPLE	IPAD	SGG7W3F4XHLFC	LOST/STOLEN	10/16/2025
65759	OPTIPLEX DESKTOP COMPUTER W/MONITOR	DELL	5060 MFF	GHJD8R2	JUNKED OR USED FOR PARTS	10/21/2025
2303725	Dell 24" LED Monitor	DELL	24" LED	CN0G9NYTWSL002BNB2SW	JUNKED OR USED FOR PARTS	10/27/2025
7006244	Chromebook	HP	11A G8 EE	5CD035JM0F	JUNKED OR USED FOR PARTS	10/24/2025
7006314	Chromebook	HP	11A G8 EE	5CD035LKCD	JUNKED OR USED FOR PARTS	10/24/2025
7014270	Laptop	HP	PROBOOK 450 G7	5CD042VN13	JUNKED OR USED FOR PARTS	11/6/2025
62468	CATALYST	SMARTNET	C2960X	62468	JUNKED OR USED FOR PARTS	10/17/2025
66084	DESKTOP COMPUTER	DELL	OPTIPLEX 5060	F32WZV2	JUNKED OR USED FOR PARTS	10/17/2025
7008786	Chromebook	HP	11A G8 EE	5CD035JNX6	JUNKED OR USED FOR PARTS	11/10/2025
7014132	Laptop	HP	PROBOOK 450 G7	5CD0432W2N	JUNKED OR USED FOR PARTS	11/4/2025
7017158	CHROMEBOOK	HP	14 G7	5CD203B1WY	JUNKED OR USED FOR PARTS	10/24/2025
2301148	CHROMEBOOK	LENOVO	82J7	MP28KY9F	JUNKED OR USED FOR PARTS	11/10/2025
2303034	CHROMEBOOK	LENOVO	82J7	MP25LQ6C	JUNKED OR USED FOR PARTS	11/10/2025
7007718	Chromebook	HP	11A G8 EE	5CD035JNT7	JUNKED OR USED FOR PARTS	11/10/2025
7007914	Chromebook	HP	11A G8 EE	5CD035F6C9	JUNKED OR USED FOR PARTS	11/10/2025
7008003	Chromebook	HP	11A G8 EE	5CD035JPZP	JUNKED OR USED FOR PARTS	11/10/2025
7008065	Chromebook	HP	11A G8 EE	5CD035JN1S	JUNKED OR USED FOR PARTS	11/10/2025
7008076	Chromebook	HP	11A G8 EE	5CD035JQ37	JUNKED OR USED FOR PARTS	11/10/2025
7010301	Chromebook	HP	11A G8 EE	5CD03619M5	JUNKED OR USED FOR PARTS	11/10/2025
7010959	Chromebook	HP	11A G8 EE	5CD033HVBZ	JUNKED OR USED FOR PARTS	11/10/2025
7013736	Laptop	HP	PROBOOK 450 G7	5CD042VLSW	JUNKED OR USED FOR PARTS	11/10/2025
7014264	Laptop	HP	PROBOOK 450 G7	5CD0432XJ5	JUNKED OR USED FOR PARTS	11/10/2025
24052	SERIES 9500 DESK N MAHOGANY	HOLLAND HERITAGE	HON 95271	NONE	JUNKED OR USED FOR PARTS	10/13/2025
24066	BOOK CASE OPEN FRONT	HOLLAND HERITAGE	HON 95222	NONE	JUNKED OR USED FOR PARTS	10/13/2025
2301893	CHROMEBOOK	LENOVO	82J7	MP2BN3CN	JUNKED OR USED FOR PARTS	11/7/2025
2400692	Lenovo 100e Chromebook	Lenovo	100e Gen 4	SYX07FV67	JUNKED OR USED FOR PARTS	10/17/2025
2406912	50" LCD TV	Roku	50R4A5R	X01200C31YMV	JUNKED OR USED FOR PARTS	10/13/2025
7014531	LAPTOP	DELL	LATITUDE 5510		JUNKED OR USED FOR PARTS	10/21/2025
7014543	LASERJET PRO PRINTER	HP	M404dn		JUNKED OR USED FOR PARTS	10/20/2025
7016967	CHROMEBOOK	HP	11A G8	5CD120C55H	JUNKED OR USED FOR PARTS	10/22/2025
7017026	CHROMEBOOK	HP	11A G8	5CD120C5J1	JUNKED OR USED FOR PARTS	10/22/2025
7005437	14" Touchscreen Chromebooks	LENOVO	14E	1XFDC6	JUNKED OR USED FOR PARTS	10/31/2025
7005453	14" Touchscreen Chromebooks	LENOVO	14E	1XFAYE	JUNKED OR USED FOR PARTS	10/31/2025
7005455	14" Touchscreen Chromebooks	LENOVO	14E	1XFAZT	JUNKED OR USED FOR PARTS	10/31/2025
7005457	14" Touchscreen Chromebooks	LENOVO	14E	1XF6NB	JUNKED OR USED FOR PARTS	10/31/2025
7005461	14" Touchscreen Chromebooks	LENOVO	14E	1VGY0Y	JUNKED OR USED FOR PARTS	10/31/2025
7005463	14" Touchscreen Chromebooks	LENOVO	14E	1XF6NL	JUNKED OR USED FOR PARTS	10/31/2025
7005464	14" Touchscreen Chromebooks	LENOVO	14E	1XFAY0	JUNKED OR USED FOR PARTS	10/31/2025
7008886	Chromebook	HP	11A G8 EE	5CD035F3JV	JUNKED OR USED FOR PARTS	10/24/2025
7008915	Chromebook	HP	11A G8 EE	5CD035DZS5	JUNKED OR USED FOR PARTS	10/24/2025
60918	SWITCH, CATALYST, 24 PORT	CISCO	WS-C2960X-24	foc18431et9	JUNKED OR USED FOR PARTS	10/14/2025
34630	COMPUTER DESKTOP	DELL	OPTIPLEX 3020	BL8DK52	JUNKED OR USED FOR PARTS	11/11/2025
35074	TABLET	APPLE	IPAD AIR 2 64GB	F6QXV0FHG5VW	JUNKED OR USED FOR PARTS	10/7/2025
37898	COMPUTER	DELL	LATITUDE 5590	7M6HJR2	JUNKED OR USED FOR PARTS	10/7/2025
7003641	VCMS-MOTOROLA TWO WAY RADIO	MOTOROLA	BPR40		JUNKED OR USED FOR PARTS	10/7/2025

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	DisposalReason	DisposalRequestDate
7009088	Chromebook	HP	11A G8 EE	5CD033HWWY	JUNKED OR USED FOR PARTS	11/7/2025
7014115	Laptop	HP	PROBOOK 450 G7	5CD0432W4J	JUNKED OR USED FOR PARTS	10/7/2025
33149	PRINTER, BLACK, LASERJET	HP	P2055DN	CNB9906935	JUNKED OR USED FOR PARTS	11/10/2025
2302298	CHROMEBOOK	LENOVO	82J7	MP25M6LK	JUNKED OR USED FOR PARTS	11/7/2025
2302311	CHROMEBOOK	LENOVO	82J7	MP25LZST	JUNKED OR USED FOR PARTS	10/23/2025
2302333	CHROMEBOOK	LENOVO	82J7	MP28ET8M	JUNKED OR USED FOR PARTS	10/23/2025
2303280	HP LASERJET PRINTER	HP	M234sdwe	VNG3504644	JUNKED OR USED FOR PARTS	11/10/2025
2303923	Printer/Scanner	HP	M234SDWe		JUNKED OR USED FOR PARTS	11/10/2025
7009054	Chromebook	HP	11A G8 EE	5CD033HWYH	JUNKED OR USED FOR PARTS	11/7/2025
7009295	Chromebook	HP	11A G8 EE	5CD035JF3R	JUNKED OR USED FOR PARTS	11/7/2025
7010684	Chromebook	HP	11A G8 EE	5CD0362QGD	JUNKED OR USED FOR PARTS	11/7/2025
15990	PRINTER	HP	8720 AIO	CN716F6030	JUNKED OR USED FOR PARTS	11/10/2025
7006623	Chromebook	HP	11A G8 EE	5CD0360205	JUNKED OR USED FOR PARTS	10/16/2025
7011419	Chromebook	HP	11A G8 EE	5CD035JJND	JUNKED OR USED FOR PARTS	11/7/2025
7013869	Laptop	HP	PROBOOK 450 G7	5CD042VLKP	JUNKED OR USED FOR PARTS	11/10/2025
2404252	85" TV	Samsung	Smart TV BEC-H	0FR1HCAX200424T	JUNKED OR USED FOR PARTS	10/17/2025
2404253	85" TV	Samsung	Smart TV BEC-H	0FR1HCAX200422X	JUNKED OR USED FOR PARTS	10/17/2025
7008084	Chromebook	HP	11A G8 EE	5CD035JPS8	JUNKED OR USED FOR PARTS	10/14/2025
7008093	Chromebook	HP	11A G8 EE	5CD035JPMF	JUNKED OR USED FOR PARTS	10/13/2025
7008094	Chromebook	HP	11A G8 EE	5CD035JGLV	JUNKED OR USED FOR PARTS	10/14/2025
7008096	Chromebook	HP	11A G8 EE	5CD035LJM0	JUNKED OR USED FOR PARTS	10/13/2025
7008097	Chromebook	HP	11A G8 EE	5CD035LJMC	JUNKED OR USED FOR PARTS	10/13/2025
7008098	Chromebook	HP	11A G8 EE	5CD035LJTH	JUNKED OR USED FOR PARTS	10/14/2025
7008099	Chromebook	HP	11A G8 EE	5CD035LJQW	JUNKED OR USED FOR PARTS	10/14/2025
7008119	Chromebook	HP	11A G8 EE	5CD035JPT9	JUNKED OR USED FOR PARTS	10/14/2025
7008125	Chromebook	HP	11A G8 EE	5CD035LJT9	JUNKED OR USED FOR PARTS	10/14/2025
7008130	Chromebook	HP	11A G8 EE	5CD035LJNG	JUNKED OR USED FOR PARTS	10/13/2025
7008133	Chromebook	HP	11A G8 EE	5CD035LJPK	JUNKED OR USED FOR PARTS	10/14/2025
7008135	Chromebook	HP	11A G8 EE	5CD035LJPT	JUNKED OR USED FOR PARTS	10/14/2025
7008136	Chromebook	HP	11A G8 EE	5CD035LJS4	JUNKED OR USED FOR PARTS	10/14/2025
7008148	Chromebook	HP	11A G8 EE	5CD035LJR7	JUNKED OR USED FOR PARTS	10/14/2025
7008149	Chromebook	HP	11A G8 EE	5CD035LJRV	JUNKED OR USED FOR PARTS	10/14/2025
7008152	Chromebook	HP	11A G8 EE	5CD035LJRJ	JUNKED OR USED FOR PARTS	10/14/2025
7008155	Chromebook	HP	11A G8 EE	5CD035LJMK	JUNKED OR USED FOR PARTS	10/14/2025
7008167	Chromebook	HP	11A G8 EE	5CD035LJSW	JUNKED OR USED FOR PARTS	10/14/2025
7008173	Chromebook	HP	11A G8 EE	5CD035LJRQ	JUNKED OR USED FOR PARTS	10/13/2025
7008178	Chromebook	HP	11A G8 EE	5CD035LJQ3	JUNKED OR USED FOR PARTS	10/13/2025
7008188	Chromebook	HP	11A G8 EE	5CD035LJR1	JUNKED OR USED FOR PARTS	10/14/2025
7008190	Chromebook	HP	11A G8 EE	5CD035LJPS	JUNKED OR USED FOR PARTS	10/13/2025
7008191	Chromebook	HP	11A G8 EE	5CD035LJPN	JUNKED OR USED FOR PARTS	10/13/2025
7008193	Chromebook	HP	11A G8 EE	5CD035LJL9	JUNKED OR USED FOR PARTS	10/13/2025
7008200	Chromebook	HP	11A G8 EE	5CD035LJQN	JUNKED OR USED FOR PARTS	10/13/2025
7008207	Chromebook	HP	11A G8 EE	5CD035LJTG	JUNKED OR USED FOR PARTS	10/14/2025
7008210	Chromebook	HP	11A G8 EE	5CD035LJV9	JUNKED OR USED FOR PARTS	10/13/2025
7008211	Chromebook	HP	11A G8 EE	5CD035LJRL	JUNKED OR USED FOR PARTS	10/14/2025

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	DisposalReason	DisposalRequestDate
7008217	Chromebook	HP	11A G8 EE	5CD035JHT5	JUNKED OR USED FOR PARTS	10/13/2025
7008219	Chromebook	HP	11A G8 EE	5CD035JK7Q	JUNKED OR USED FOR PARTS	10/13/2025
7008235	Chromebook	HP	11A G8 EE	5CD035JK64	JUNKED OR USED FOR PARTS	10/13/2025
7008248	Chromebook	HP	11A G8 EE	5CD035JHQ0	JUNKED OR USED FOR PARTS	10/13/2025
7008254	Chromebook	HP	11A G8 EE	5CD035JJZ5	JUNKED OR USED FOR PARTS	10/14/2025
7008255	Chromebook	HP	11A G8 EE	5CD035JHS1	JUNKED OR USED FOR PARTS	10/13/2025
7008261	Chromebook	HP	11A G8 EE	5CD035JHT2	JUNKED OR USED FOR PARTS	10/13/2025
7008263	Chromebook	HP	11A G8 EE	5CD035JHPC	JUNKED OR USED FOR PARTS	10/14/2025
7008264	Chromebook	HP	11A G8 EE	5CD035JJPT	JUNKED OR USED FOR PARTS	10/13/2025
7008280	Chromebook	HP	11A G8 EE	5CD035LJQV	JUNKED OR USED FOR PARTS	10/13/2025
7008288	Chromebook	HP	11A G8 EE	5CD035JJWJ	JUNKED OR USED FOR PARTS	10/13/2025
7008303	Chromebook	HP	11A G8 EE	5CD035JHRZ	JUNKED OR USED FOR PARTS	10/13/2025
7008309	Chromebook	HP	11A G8 EE	5CD035JHRW	JUNKED OR USED FOR PARTS	10/13/2025
7008316	Chromebook	HP	11A G8 EE	5CD035JQF3	JUNKED OR USED FOR PARTS	10/13/2025
7008321	Chromebook	HP	11A G8 EE	5CD035JJXY	JUNKED OR USED FOR PARTS	10/13/2025
7008341	Chromebook	HP	11A G8 EE	5CD035JJXF	JUNKED OR USED FOR PARTS	10/13/2025
7008348	Chromebook	HP	11A G8 EE	5CD035LJNL	JUNKED OR USED FOR PARTS	10/13/2025
7008352	Chromebook	HP	11A G8 EE	5CD035LJMQ	JUNKED OR USED FOR PARTS	10/13/2025
7008364	Chromebook	HP	11A G8 EE	5CD035JMSX	JUNKED OR USED FOR PARTS	10/13/2025
7008369	Chromebook	HP	11A G8 EE	5CD035JJWB	JUNKED OR USED FOR PARTS	10/13/2025
7008377	Chromebook	HP	11A G8 EE	5CD035JHS4	JUNKED OR USED FOR PARTS	10/13/2025
7008378	Chromebook	HP	11A G8 EE	5CD035JPSQ	JUNKED OR USED FOR PARTS	10/13/2025
7008382	Chromebook	HP	11A G8 EE	5CD035JPSY	JUNKED OR USED FOR PARTS	10/13/2025
7008383	Chromebook	HP	11A G8 EE	5CD035JPQB	JUNKED OR USED FOR PARTS	10/14/2025
7008384	Chromebook	HP	11A G8 EE	5CD035JG98	JUNKED OR USED FOR PARTS	10/14/2025
7008385	Chromebook	HP	11A G8 EE	5CD035JP8L	JUNKED OR USED FOR PARTS	10/14/2025
7008390	Chromebook	HP	11A G8 EE	5CD035JPV6	JUNKED OR USED FOR PARTS	10/14/2025
7008394	Chromebook	HP	11A G8 EE	5CD035JPT1	JUNKED OR USED FOR PARTS	10/13/2025
7008407	Chromebook	HP	11A G8 EE	5CD035JPJ4	JUNKED OR USED FOR PARTS	10/14/2025
7008420	Chromebook	HP	11A G8 EE	5CD035JP92	JUNKED OR USED FOR PARTS	11/12/2025
7008422	Chromebook	HP	11A G8 EE	5CD035JPS5	JUNKED OR USED FOR PARTS	10/14/2025
7008426	Chromebook	HP	11A G8 EE	5CD035JPPT	JUNKED OR USED FOR PARTS	10/13/2025
7008456	Chromebook	HP	11A G8 EE	5CD035JPTN	JUNKED OR USED FOR PARTS	10/14/2025
7008500	Chromebook	HP	11A G8 EE	5CD035JJX0	JUNKED OR USED FOR PARTS	10/13/2025
7008509	Chromebook	HP	11A G8 EE	5CD035LJQZ	JUNKED OR USED FOR PARTS	10/13/2025
7008513	Chromebook	HP	11A G8 EE	5CD035LJ11	JUNKED OR USED FOR PARTS	10/13/2025
7008517	Chromebook	HP	11A G8 EE	5CD035LJR2	JUNKED OR USED FOR PARTS	10/13/2025
7008541	Chromebook	HP	11A G8 EE	5CD035LJR4	JUNKED OR USED FOR PARTS	10/13/2025
7008543	Chromebook	HP	11A G8 EE	5CD035LJPX	JUNKED OR USED FOR PARTS	10/13/2025
7008553	Chromebook	HP	11A G8 EE	5CD035JRF1	JUNKED OR USED FOR PARTS	10/13/2025
7008554	Chromebook	HP	11A G8 EE	5CD035DYYQ	JUNKED OR USED FOR PARTS	10/13/2025
7008555	Chromebook	HP	11A G8 EE	5CD035JNQ7	JUNKED OR USED FOR PARTS	10/13/2025
7008556	Chromebook	HP	11A G8 EE	5CD035JNQ1	JUNKED OR USED FOR PARTS	10/14/2025
7008560	Chromebook	HP	11A G8 EE	5CD035JRC2	JUNKED OR USED FOR PARTS	10/13/2025
7008562	Chromebook	HP	11A G8 EE	5CD035JRCZ	JUNKED OR USED FOR PARTS	10/13/2025

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	DisposalReason	DisposalRequestDate
7008566	Chromebook	HP	11A G8 EE	5CD035JRDG	JUNKED OR USED FOR PARTS	10/14/2025
7008570	Chromebook	HP	11A G8 EE	5CD035JR7S	JUNKED OR USED FOR PARTS	10/13/2025
7008593	Chromebook	HP	11A G8 EE	5CD035JR93	JUNKED OR USED FOR PARTS	10/13/2025
7008606	Chromebook	HP	11A G8 EE	5CD035DYYW	JUNKED OR USED FOR PARTS	10/13/2025
7008607	Chromebook	HP	11A G8 EE	5CD035DXYP	JUNKED OR USED FOR PARTS	10/13/2025
7008611	Chromebook	HP	11A G8 EE	5CD035JRBJ	JUNKED OR USED FOR PARTS	10/13/2025
7008614	Chromebook	HP	11A G8 EE	5CD035DY52	JUNKED OR USED FOR PARTS	10/13/2025
7008650	Chromebook	HP	11A G8 EE	5CD035DY3Q	JUNKED OR USED FOR PARTS	10/13/2025
7008652	Chromebook	HP	11A G8 EE	5CD035JR87	JUNKED OR USED FOR PARTS	10/13/2025
7008658	Chromebook	HP	11A G8 EE	5CD035JRCV	JUNKED OR USED FOR PARTS	10/13/2025
7008688	Chromebook	HP	11A G8 EE	5CD035JRC3	JUNKED OR USED FOR PARTS	10/13/2025
7008691	Chromebook	HP	11A G8 EE	5CD035JP08	JUNKED OR USED FOR PARTS	10/13/2025
7008698	Chromebook	HP	11A G8 EE	5CD035JNY7	JUNKED OR USED FOR PARTS	10/13/2025
7008703	Chromebook	HP	11A G8 EE	5CD035JNSM	JUNKED OR USED FOR PARTS	10/14/2025
7008705	Chromebook	HP	11A G8 EE	5CD035JP1C	JUNKED OR USED FOR PARTS	10/14/2025
7008709	Chromebook	HP	11A G8 EE	5CD035F4SD	JUNKED OR USED FOR PARTS	10/13/2025
7008720	Chromebook	HP	11A G8 EE	5CD035JNYJ	JUNKED OR USED FOR PARTS	10/13/2025
7008731	Chromebook	HP	11A G8 EE	5CD035JP1F	JUNKED OR USED FOR PARTS	10/13/2025
7008746	Chromebook	HP	11A G8 EE	5CD035JP26	JUNKED OR USED FOR PARTS	10/13/2025
7008752	Chromebook	HP	11A G8 EE	5CD035JRJB	JUNKED OR USED FOR PARTS	10/13/2025
7008765	Chromebook	HP	11A G8 EE	5CD035JNYX	JUNKED OR USED FOR PARTS	10/13/2025
7008776	Chromebook	HP	11A G8 EE	5CD035JNXN	JUNKED OR USED FOR PARTS	10/13/2025
7008810	Chromebook	HP	11A G8 EE	5CD035JNYZ	JUNKED OR USED FOR PARTS	10/13/2025
7008997	Chromebook	HP	11A G8 EE	5CD033HWZP	JUNKED OR USED FOR PARTS	10/13/2025
7009114	Chromebook	HP	11A G8 EE	5CD0346H9X	JUNKED OR USED FOR PARTS	10/13/2025
7010681	Chromebook	HP	11A G8 EE	5CD0362QP1	JUNKED OR USED FOR PARTS	10/14/2025
7010698	Chromebook	HP	11A G8 EE	5CD0362QK7	JUNKED OR USED FOR PARTS	10/13/2025
7010726	Chromebook	HP	11A G8 EE	5CD0362QMR	JUNKED OR USED FOR PARTS	10/13/2025
7010728	Chromebook	HP	11A G8 EE	5CD036196F	JUNKED OR USED FOR PARTS	10/13/2025
7010751	Chromebook	HP	11A G8 EE	5CD0362SHD	JUNKED OR USED FOR PARTS	10/14/2025
7010761	Chromebook	HP	11A G8 EE	5CD0362QQL	JUNKED OR USED FOR PARTS	10/14/2025
7010762	Chromebook	HP	11A G8 EE	5CD0362QGX	JUNKED OR USED FOR PARTS	10/14/2025
7010768	Chromebook	HP	11A G8 EE	5CD0362QQR	JUNKED OR USED FOR PARTS	10/13/2025
7010775	Chromebook	HP	11A G8 EE	5CD0362QRR	JUNKED OR USED FOR PARTS	10/13/2025
7010787	Chromebook	HP	11A G8 EE	5CD035JK4P	JUNKED OR USED FOR PARTS	10/13/2025
7010814	Chromebook	HP	11A G8 EE	5CD035F6QQ	JUNKED OR USED FOR PARTS	10/13/2025
7010820	Chromebook	HP	11A G8 EE	5CD035F50S	JUNKED OR USED FOR PARTS	10/13/2025
7011128	Chromebook	HP	11A G8 EE	5CD03460NR	JUNKED OR USED FOR PARTS	10/14/2025
7011141	Chromebook	HP	11A G8 EE	5CD03460NB	JUNKED OR USED FOR PARTS	10/14/2025
7011143	Chromebook	HP	11A G8 EE	5CD03460SF	JUNKED OR USED FOR PARTS	10/14/2025
7011145	Chromebook	HP	11A G8 EE	5CD03460N0	JUNKED OR USED FOR PARTS	10/14/2025
7011163	Chromebook	HP	11A G8 EE	5CD03460RT	JUNKED OR USED FOR PARTS	10/13/2025
7011165	Chromebook	HP	11A G8 EE	5CD03460S9	JUNKED OR USED FOR PARTS	10/13/2025
7011167	Chromebook	HP	11A G8 EE	5CD03460RH	JUNKED OR USED FOR PARTS	10/13/2025
7011173	Chromebook	HP	11A G8 EE	5CD03460Q1	JUNKED OR USED FOR PARTS	10/14/2025

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	DisposalReason	DisposalRequestDate
7011191	Chromebook	HP	11A G8 EE	5CD03460YV	JUNKED OR USED FOR PARTS	10/14/2025
7011202	Chromebook	HP	11A G8 EE	5CD03460QM	JUNKED OR USED FOR PARTS	10/14/2025
7011203	Chromebook	HP	11A G8 EE	5CD03460SJ	JUNKED OR USED FOR PARTS	10/13/2025
7011209	Chromebook	HP	11A G8 EE	5CD03460HT	JUNKED OR USED FOR PARTS	10/14/2025
7011214	Chromebook	HP	11A G8 EE	5CD03460FL	JUNKED OR USED FOR PARTS	10/14/2025
7011227	Chromebook	HP	11A G8 EE	5CD03460PD	JUNKED OR USED FOR PARTS	10/14/2025
7011233	Chromebook	HP	11A G8 EE	5CD03460N7	JUNKED OR USED FOR PARTS	10/13/2025
7011236	Chromebook	HP	11A G8 EE	5CD03460PR	JUNKED OR USED FOR PARTS	10/13/2025
7011251	Chromebook	HP	11A G8 EE	5CD03460R5	JUNKED OR USED FOR PARTS	10/14/2025
7011429	Chromebook	HP	11A G8 EE	5CD035JFPM	JUNKED OR USED FOR PARTS	10/14/2025
7011448	Chromebook	HP	11A G8 EE	5CD035JGKK	JUNKED OR USED FOR PARTS	10/14/2025
33462	COMPUTER, DESKTOP W/MONITOR, SOUND	DELL	OPTIPLEX 780SFF	32BRDP1	JUNKED OR USED FOR PARTS	10/14/2025
33954	COMPUTER, DESKTOP	DELL	OPTIPLEX 7010I5	8NCFM02	JUNKED OR USED FOR PARTS	10/14/2025
35145	LAPTOP	HP	STREAM	CDN5372CTC	JUNKED OR USED FOR PARTS	10/14/2025
37109	PRINTER	HP	LASERJET PRO M2	VNB3B54831	JUNKED OR USED FOR PARTS	10/14/2025
61343	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	1N3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61344	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	2D3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61345	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	3K3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61346	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	3L2SD32	JUNKED OR USED FOR PARTS	10/14/2025
61347	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	4Q3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61348	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	9P3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61349	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	9WJKD32	JUNKED OR USED FOR PARTS	10/14/2025
61351	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	BP3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61352	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	BQ3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61353	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	CL3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61354	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	CP3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61355	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	DB3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61356	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	DN3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61357	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	F73SD32	JUNKED OR USED FOR PARTS	10/14/2025
61358	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	FK3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61359	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	FN3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61360	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	FQ3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61361	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	GJ3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61363	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	HJ3SD32	JUNKED OR USED FOR PARTS	10/14/2025
61365	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	J93SD32	JUNKED OR USED FOR PARTS	10/14/2025
61366	COMPUTER DESKTOP	DELL	OPTIPLEX 3020 I	JJ3SD32	JUNKED OR USED FOR PARTS	10/14/2025
64788	COMPUTER	DELL	OPTIPLEX 5060	CK8YYQ2	JUNKED OR USED FOR PARTS	10/16/2025
64793	COMPUTER	DELL	OPTIPLEX 5060	GPTD6Q2	JUNKED OR USED FOR PARTS	10/16/2025
64805	COMPUTER	DELL	OPTIPLEX 5060	6KF56Q2	JUNKED OR USED FOR PARTS	10/16/2025
64808	COMPUTER	DELL	OPTIPLEX 5060	6M166Q2	JUNKED OR USED FOR PARTS	10/16/2025
66136	DESKTOP COMPUTER	DELL	OPTIPLEX 5060	F36TZV2	JUNKED OR USED FOR PARTS	10/16/2025
2302230	CHROMEBOOK	LENOVO	82J7	MP25M4EB	JUNKED OR USED FOR PARTS	11/11/2025
7007225	Chromebook	HP	11A G8 EE	5CD035LKFC	JUNKED OR USED FOR PARTS	10/28/2025
7007231	Chromebook	HP	11A G8 EE	5CD035LJXF	JUNKED OR USED FOR PARTS	10/28/2025
7007248	Chromebook	HP	11A G8 EE	5CD035LKF3	JUNKED OR USED FOR PARTS	10/28/2025

AssetNo	Asset_Description	Manufacturer	ModelNo	SerialNo	DisposalReason	DisposalRequestDate
7007312	Chromebook	HP	11A G8 EE	5CD035LKDL	JUNKED OR USED FOR PARTS	10/28/2025
7007321	Chromebook	HP	11A G8 EE	5CD035LKD0	JUNKED OR USED FOR PARTS	10/28/2025
7007326	Chromebook	HP	11A G8 EE	5CD035LKGJ	JUNKED OR USED FOR PARTS	10/28/2025
7007376	Chromebook	HP	11A G8 EE	5CD035LKHX	JUNKED OR USED FOR PARTS	10/28/2025
7007408	Chromebook	HP	11A G8 EE	5CD035LKPW	JUNKED OR USED FOR PARTS	10/28/2025
7007427	Chromebook	HP	11A G8 EE	5CD035LKRM	JUNKED OR USED FOR PARTS	10/28/2025
7007436	Chromebook	HP	11A G8 EE	5CD035LKQ9	JUNKED OR USED FOR PARTS	10/28/2025
7009161	Chromebook	HP	11A G8 EE	5CD0346HDC	JUNKED OR USED FOR PARTS	10/17/2025
7009825	Chromebook	HP	11A G8 EE	5CD036196Z	JUNKED OR USED FOR PARTS	10/17/2025
7010663	Chromebook	HP	11A G8 EE	5CD0362QD3	JUNKED OR USED FOR PARTS	10/28/2025
7011725	Chromebook	HP	11A G8 EE	5CD0362QK3	JUNKED OR USED FOR PARTS	10/28/2025
00000000036V	2000 INTERNATION MODEL 3800 BUS LEASE	INTERNATIONAL	3800	1HVBBABMOYH295696	JUNKED OR USED FOR PARTS	10/27/2025
731	2007 INTERNATIONAL 32 PASSENGER BUS	INTERNATIONAL	PB105	4DRBUAFM67B394711	JUNKED OR USED FOR PARTS	10/27/2025
9734	1997 INTERNATIONAL/BLUEBIRD; 65 PASSENGR	INTERNATIONAL/BLUEBIRD	3800	1HVBBABMXVH467289	JUNKED OR USED FOR PARTS	10/27/2025
9735	1997 INTERNATIONAL/BLUEBIRD; 65 PASSENGR	INTERNATIONAL/BLUEBIRD	3800	1HVBBABM6VH467290	JUNKED OR USED FOR PARTS	10/27/2025
60484	VIDEO SYSTEM, BUS CAMERA/RECORDER	ANGELTRAX	HDX MOBILE DIGI	151452	JUNKED OR USED FOR PARTS	10/27/2025
64267	BUS CAMERA	REI	HD420	5378400254/5313800429	JUNKED OR USED FOR PARTS	10/27/2025
66046	COMPUTER	DELL	OPTIPLEX 5060	99CCJV2	JUNKED OR USED FOR PARTS	10/27/2025
7005147	MICROSOFT SURFACE BOOK 3	MICROSOFT	SMW-00001-EDU	44427701357	JUNKED OR USED FOR PARTS	10/27/2025
00000000023V	2000 INTERNATION MODEL 3800 BUS LEASE	INTERNATIONAL	3800	1HVBBABMXYH295673	JUNKED OR USED FOR PARTS	10/27/2025
00000000122V	2000 INTERNATION MODEL 3800 BUS LEASE	INTERNATIONAL	3800	1HVBBABM6YH295671	JUNKED OR USED FOR PARTS	10/27/2025
0000000b0021	2000 INTERNATIONAL/BLUE BIRD BUS	INTERNATIONAL / BLUEBIRD	3800/SBCV6600S	1HVBBABM4YH295488	JUNKED OR USED FOR PARTS	10/27/2025
27050	WHITE BOARD, INTERACTIVE	PROMETHEAN	ACTIVBOARD+2BND	C1002260369	JUNKED OR USED FOR PARTS	10/17/2025
60416	COMPUTER, DESKTOP	HOWARD TECH	B85LPKB	201656-4113	JUNKED OR USED FOR PARTS	10/17/2025
60555	COMPUTER, DESKTOP	HOWARD	H81MKB	2048092114	JUNKED OR USED FOR PARTS	10/17/2025
2303294	ACTIVPANEL 75" PROMETHEAN BOARD	PROMETHEAN	75	75W26-M7HBFN8140174	JUNKED OR USED FOR PARTS	10/17/2025
2300748	CHROMEBOOK	LENOVO	82J7	1S82J70005USMP2BMSYK	JUNKED OR USED FOR PARTS	10/17/2025
2400064	FP-EII-ECHS Teacher GALAXY Chromebook	SAMSUNG	i5 10210U 256/8	3WAZ9FFW400266K	JUNKED OR USED FOR PARTS	11/12/2025
2400066	FP-EII-ECHS Teacher GALAXY Chromebook	SAMSUNG	i5 10210U 256/8	3WAZ9FFW400340X	JUNKED OR USED FOR PARTS	10/29/2025
2400104	FP-EII-SMMS GALAXY CHROMEBOOK	SAMSUNG	i5 10210U 256/8	3WAZ9FDW300177V	JUNKED OR USED FOR PARTS	10/17/2025
2406049	Chromebook	Acer	311C723	NXKKBAA00142607DE02N00	LOST/STOLEN	10/31/2025
7014046	Laptop	HP	PROBOOK 450 G7	5CD0432W52	JUNKED OR USED FOR PARTS	10/17/2025

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.: ALL AP Dates: ALL

Claim Status: PrePaid

Claim No.	Claimant Name	Claim Amount	Fund	Description
246299	BLOXX BUILDING, LLC	$20,107.50	3027	ECAC-TRACK RESTROOM FACILITIES
246300	VARSITY SPIRIT, LLC	$475.00	1154	Van. Dance Varsity Game Day
246301	SCHOOL DIST OF ESCAMBIA COUNTY	$120.00	1153	SMHS - Registration fee
246302	POELMA, ADAM	$720.00	1153	SMAC-meals for boys golf
246303	KANODE, JESSE	$140.00	1153	SMAC-reimbursement for J Kanod
246304	COUNTRY CLUB OF CANTON	$500.00	1153	SMAC-girls golf entry fee
246305	BRIDGES, CATHERINE	$630.00	1153	SMAC-meals for girls golf team
246306	HOSA - HEALTH OCCUPATION	$315.00	1152	HOSA District Competition Fees
246307	EDUCATORS RISING	$225.00	1155	JCTC - Ed Rising Membership
246327	IRBY VENTURES LLC	$1,550.00	1152	ECHS Prom Venue
246329	NATIONAL FFA ORGANIZATION	$548.00	1152	FFA Convention
246330	HILTON GARDEN INN JACKSON MADI	$1,152.00	1153	SMAC-hotel for girls golf
246331	TUNICA COUNTY PUBLIC PROJECTS	$850.00	1153	SMAC-boys golf entry fee
246332	POELMA, ADAM	$311.85	1153	SMAC-hotel reimbursement Adam
246333	KANODE, JESSE	$230.97	1153	SMAC-reimbursement for boys
246334	OCEAN SPRINGS SCHOOL DISTRICT	$200.00	1153	SMAC-regional entry fee for CC
246423	WATERS TRUCK & TRACTOR CO INC	$302,000.00	1120	DO-07 SCHOOL BUSSES
246454	MAGC	$1,125.00	1120	GIFTED-Conference Reg
246487	SINGING RIVER ELECTRIC	$7,591.37	1120	OCTOBER 2025
246488	SINGING RIVER ELECTRIC	$14,750.08	1120	OCTOBER 2025
		$1,030.31	2711	OCTOBER 2025
246489	NEW VISION/ NEELAM PEARL HOTEL	$246.05	2711	SMMS - J Cartwright travel
246490	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAG FOR 1 EC BUS
246491	HOLIDAY INN EXPRESS & SUITES	$425.70	2711	JCTC - Hotel for NTI Class
246492	MHSAA, INC.	$140.00	1154	Entry fee St XC Vancleav
246493	KATY SLOOP ROBERTS	$800.00	1154	VUE Library Guest Speaker
246494	HOLIDAY INN EXPRESS &SUITES	$1,431.00	1120	GIFTED-Hotel Reservation
246495	WEST JACKSON CO. UTIL DIST.	$12,977.60	1120	OCTOBER 2025
246496	MISSISSIPPI SCHOLASTIC PRESS	$600.00	1153	SMHS - Entrance fee
246497	MOBILE INTERNATIONAL FESTIVAL	$1,095.00	1153	SMHS - Entrance fee
246670	WATERS TRUCK & TRACTOR CO INC	$142,000.00	1120	DO-07 SCHOOL BUSSES
246671	BONILLA, FABRIZIO	$352.00	1154	Meals XC State Meet
246672	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAG FOR 1 VC BUS
246673	VARSITY SPIRIT, LLC	$425.00	1153	SMAC- cheer entry fee

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246674	VARSITY SPIRIT, LLC	$525.00	1153	SMAC-cheer entry fee
246675	VARSITY SPIRIT, LLC	$912.00	1153	SMAC-cheer entry fee
246676	VARSITY SPIRIT, LLC	$929.00	1153	SMAC-cheer entry fee
246677	VARSITY SPIRIT, LLC	$840.00	1153	SMAC-cheer entry fee
246678	ALMA BRYANT HIGH SCHOOL	$200.00	1153	SMAC-wrestling entry fee
246679	ST. AMANT HIGH SCHOOL	$200.00	1153	SMAC-wrestling entry fee
246779	CABLE ONE INC., DBA SPARKLIGHT	$111.98	1153	SMAC-sparklight for the 25/26
246832	THREEFOOT HOTEL	$136.88	2211	SNE/hotel PREPS academy Meridi
246837	GULF SHORES HIGH SCHOOL	$450.00	1153	SMAC-entry fee for wrestling
246838	CABLE ONE INC., DBA SPARKLIGHT	$64.43	1154	VHS Internet Service ESports
246839	NATIONAL BOARD FOR CERTIFIED	$125.00	1120	SMN/Counselor dues
246840	KANODE, JESSE	$200.00	1153	SMAC-all star golf entry fee
246841	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAG FOR 1 SM BUS
246842	JACKSON COUNTY UTILITY AUTH	$9,103.06	1120	NOVEMBER 2025
246843	SINGING RIVER ELECTRIC	$24,589.77	1120	NOVEMBER 2025
247001	MS STATE TAX COMMISSION-MOTOR	$12.00	1120	DO-TAG 4DRGVMMP5TB471242
247024	EMPOWERED LEARNING	$4,690.00	1130	SPED-VI Services
247025	JC BOARD OF SUPERVISORS	$260.50	3027	EC-PERMIT FEE-TRACK RESTROOM
12501501	GOFF, MICHELLE	$120.00	1152	ECHS XC meals for State
	Total for Docket:	**$558,570.05**		

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.: ALL AP Dates: ALL

Claim Status: PrePaid

Total Expenditures By Fund

Fund	Description	Claim Amount
1120	DISTRICT MAINTENANCE	$515,740.88
1130	SPECIAL EDUCATION	$4,690.00
1152	EAST CENTRAL ACTIVITY	$2,533.00
1153	ST MARTIN ACTIVITY	$11,342.80
1154	VANCLEAVE ACTIVITY	$1,831.43
1155	JCTC ACTIVITY	$225.00
2211	TITLE I - A 84.010A	$136.88
2711	CTE - BASIC FUND (LOCAL & STATE)	$1,702.06
3027	CONTRUCTION AND IMPROVEMENTS	$20,368.00
	Total for Funds:	**$558,570.05**

Total Expenditures By Unit

Unit	Description	Claim Amount
01	DISTRICT WIDE	$7,843.00
02	EAST CENTRAL UPPER ELEMENTARY	$5,972.71
04	EAST CENTRAL MIDDLE SCHOOL	$8,433.14
06	EAST CENTRAL HIGH SCHOOL	$32,629.65
10	ST. MARTIN NORTH ELEMENTARY	$7,099.24
11	ST. MARTIN HIGH SCHOOL	$16,048.74
13	ST. MARTIN UPPER ELEMENTARY	$10,742.95
14	ST. MARTIN EAST ELEMENTARY	$4,184.77
16	VANCLEAVE UPPER ELEMENTARY	$1,916.22
20	VANCLEAVE HIGH SCHOOL	$7,861.27
24	ST.MARTIN MIDDLE SCHOOL	$8,160.38
30	VANCLEAVE ATTENDANCE CENTER	$151,000.00
50	EAST CENTRAL ATTENDANCE CENTER	$152,063.27
70	ST. MARTIN ATTENDANCE CENTER	$142,933.70
90	VOCATIONAL TECHNOLOGY CENTER	$1,681.01
	Total for Units:	**$558,570.05**

APPROVED THIS THE _____ DAY OF _____ , _____

_____ PRESIDENT

_____ 101 SECRETARY

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

_____ _____ _____

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.: 12500000 - 12999999 AP Dates: 11/17/2025 - 11/17/2025

Claim Status: Open

Claim No.	Claimant Name	Claim Amount	Fund	Description
12501457	BARONICH, NICOLE	$80.27	2811	MSSCA CONFERENCE
12501458	JCSD-VANCLEAVE ATH. DIRECTOR	$34.16	1154	Fuel reimbursement State Swim
12501459	WAGES, REBECCA	$109.06	2711	MDE REGIONAL COLLABORATIVE
12501460	DEVERS, BRANDI	$59.22	2711	LOCAL MILEAGE FY 25-26
12501461	MCMILLAN, REGENA	$100.00	1120	CDL FY 25-26
12501462	SEYMOUR, BETH	$98.42	2711	LOCAL MILEAGE FY 25-26
12501463	COLLINS, CHRIS	$318.05	1925	FALL SCHOOL FACILITIES &
12501464	LEE, J KEITH	$37.52	1120	BOARD MEMBER MILEAGE FY 25-26
12501465	SMITH, DEANNA	$9.73	1120	BOARD MEMBER MILEAGE FY 25-26
12501466	BAILEY, LEA	$38.22	1120	BOARD MEMBER MILEAGE FY 25-26
12501467	HOWELL, JORY	$53.34	1120	BOARD MEMBER MILEAGE FY 25-26
12501468	COLLINS, CHRIS	$59.99	1925	REIMBURSEMENT FOR GO DADDY
12501469	HUDSON, HEATHER	$47.32	2711	LOCAL MILEAGE FY 25-26
12501470	WRIGHT, BELINDA	$65.00	1120	CDL FY 25-26
12501471	DUNCAN, SANDRA	$65.00	1120	CDL FY 25-26
12501472	MORAN, CRYSTINA	$105.78	2811	MSSCA CONFERENCE
12501473	WOODS, RIVER	$152.97	2811	MSSCA CONFERENCE
12501474	CASE, BRANDON	$26.79	1925	METLA CONFERENCE
12501475	MELTON, SHANNON	$116.34	1120	Local Mileage - Melton
12501476	HOLMAN, CASSANDRA	$82.22	2811	MSSCA CONFERENCE
12501477	EDMONSON, THOMAS GERALD	$84.27	1152	MHSAA 5A GOLF STATE PLAYOFFS
12501478	JOHNSON, BRANDY	$41.52	1925	MS EDUCATIONAL TECH LEADERS
12501479	COLLINS, CHRIS	$92.63	1925	METLA CONFERENCE
12501480	NOEL, KATHERINE	$260.95	1120	AIM PATHWAYS TO LITERACY
12501481	RUTLAND, KATRINA	$109.62	1120	LOCAL MILEAGE FY 25-26
12501482	DUNCAN, SANDRA	$235.00	1120	Bus driver-Insurance FY 25-26
12501483	HOLLOWAY, DWIGHT	$235.00	1120	Bus driver-Insurance FY 25-26
12501484	MCANNALLY, CYNTHIA	$470.00	1120	Bus driver-Insurance FY 25-26
12501485	MIZELLE, REBECCA	$235.00	1120	Bus driver-Insurance FY 25-26
12501486	WICKER, DENISE	$482.00	1120	Bus driver-Insurance FY 25-26
12501487	CROCKER, CAROLINE	$482.00	1120	Bus driver-Insurance FY 25-26
12501488	BREEDLOVE, TERRY	$235.00	1120	Bus driver-Insurance FY 25-26
12501489	BAILEY, KARLA	$482.00	1120	Bus driver-Insurance FY 25-26
12501490	BRIDGES, CATHERINE	$59.90	1153	FUEL REINBURSEMENT

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
12501491	MCMILLAN, REGENA	$65.00	1120	CDL FY 25-26
12501492	JOHNSON, BRANDY	$22.73	1925	IT/MASA/Fuel B Johnson
12501493	BEAN, BRIEANNA	$44.26	2711	HOSA FALL LEADERSHIP CONF.
12501494	POELMA, ADAM	$115.25	1153	SMHS BOYS GOLF STATE
12501496	ANDREA SEYMOUR	$42.55	1154	Fuel reimbursement A. Seymour
12501497	SONNIER, TANYA	$158.76	1120	HMH INSIGHTS FOR LEADERS
12501498	SONNIER, TANYA	$357.42	1120	LOCAL MILEAGE FY 25-26
12501499	BARRETT, BRAYDEN	$200.00	1120	CDL FY 25-26
12501500	SCULLY, KATIE	$39.20	1120	LOCAL MILEAGE FY 25-26
12501502	INABINETTE, KAMANI	$64.40	1120	LOCAL MILEAGE FY 25-26
12501503	JOHNSON, BRANDY	$48.93	1925	LOCAL MILEAGE FY 25-26
12501504	FINN, SARAH	$173.88	1120	LOCAL MILEAGE FY 25-26
12501505	DENT, TAMELA	$252.84	1120	LOCAL MILEAGE FY 25-26
12501506	MYERS, WILLIAM	$182.28	1925	LOCAL MILEAGE FY 25-26
12501507	SCOVEL, CALEB	$26.67	1925	LOCAL MILEAGE FY 25-26
12501508	REDMOND, CYNTHIA	$8.33	2110	LOCAL MILEAGE FY 25-26
12501509	MOREE, AMANDA LEANNE	$39.34	2110	LOCAL MILEAGE FY 25-26
12501510	FOLKS, JILLIAN	$71.40	2110	LOCAL MILEAGE FY 25-26
12501511	ADAMO, MARINA	$23.52	2110	LOCAL MILEAGE FY 25-26
12501512	STRICKLER, JENNIFER	$295.26	2110	LOCAL MILEAGE FY 25-26
12501513	JONES, ALICIA	$96.46	2110	LOCAL MILEAGE FY 25-26
12501514	TIMS, EVA	$94.50	2110	LOCAL MILEAGE FY 25-26
12501515	NACOL, MARLANA	$9.10	2110	LOCAL MILEAGE FY 25-26
12501516	KEY, MICKIE	$45.29	2110	LOCAL MILEAGE FY 25-26
12501517	SMITH, YOLANDA	$190.19	2110	LOCAL MILEAGE FY 25-26
12501518	WHITEHEAD, SHAINA	$47.04	2110	FREEZER CHECKS JULY 2025
12501519	BAKKER, DEREK	$133.21	1154	MILEAGE FOR FOOTBALL GAME
12501520	CASE, BRANDON	$114.31	1925	LOCAL MILEAGE FY 25-26
12501521	BARNETT, SHELLY	$26.39	2211	LOCAL MILEAGE FY 25-26
12501522	CHRISTOPHER, COLIN	$94.22	1925	LOCAL MILEAGE FY 25-26
12501523	ROBBINS, HOLLY	$38.92	1925	LOCAL MILEAGE FY 25-26
12501524	GUICE, JOHN	$55.72	1925	LOCAL MILEAGE FY 25-26
12501525	RAYNOR, AMBER	$273.77	1120	LOCAL MILEAGE FY 25-26
12501526	GORUP, TYLER	$153.30	1925	LOCAL MILEAGE FY 25-26
12501527	FULLER, ALEXANDER	$296.92	2711	NEW TEACHER INSTITUTE COHORT
12501528	BRISTER, MIRANDA	$104.16	2211	LOCAL MILEAGE FY 25-26
12501529	TILLMAN, LESLIE	$39.90	2290	LOCAL MILEAGE FY 25-26

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
12501530	NECAISE, JENNIFER	$42.84	1120	LOCAL MILEAGE FY 25-26
12501531	HOLLAND, STEFANIE	$23.26	1925	LOCAL MILEAGE FY 25-26
12501532	CLARK, JENNIFER	$67.20	1120	LOCAL MILEAGE FY 25-26
12501533	BICKNELL, SHAWNA	$179.48	1120	LOCAL MILEAGE FY 25-26
12501534	ROBBINS, HOLLY	$57.18	1925	MS ASSOC OF SCHOOL ADMIN
12501535	METZGER, WILLIAM	$48.58	1925	LOCAL MILEAGE FY 25-26
12501536	WILLIAMS, KIMBERLY	$156.80	1120	Local Mileage-FY 25-26
12501537	CARTWRIGHT, JENNIFER	$335.07	2711	NTI REGIONAL SESSION 1 (SOUTH)
12501538	TILLMAN, LESLIE	$395.42	2290	2025 NAEHCY CONFERENCE
12501539	BARNETT, SHELLY	$271.75	2211	2025 NAEHCY CONFERENCE
12501540	LANSDALE, JONATHAN	$268.52	2711	NEW TEACHER INSTITUTE COHORT
12501541	ROWELL, RONALD	$36.96	1120	Ronald Rowell Mileage
12501542	MCALLISTER, CYNTHIA	$26.00	1120	CDL FY 25-26
12501543	BERTOLINO, DODIE	$146.37	2610	LOCAL MILEAGE FY 25-26
12501544	HAYES, NIKKI	$83.23	2610	LOCAL MILEAGE FY 25-26
12501545	JACKSON, NICOLE	$138.74	2610	LOCAL MILEAGE FY 25-26
12501546	BLACKSHIRE, BRITTANDY	$39.06	2610	LOCAL MILEAGE FY 25-26
12501547	RICHARDSON, DAVID	$139.44	1901	LOCAL MILEAGE FY 25-26
12501548	COX, TONYA	$192.50	1901	LOCAL MILEAGE FY 25-26
12501549	BREWER, DEBORAH	$174.16	1901	LOCAL MILEAGE FY 25-26
12501550	ST LEDGER, WILLIAM	$269.01	1901	LOCAL MILEAGE FY 25-26
12501551	DAU, HANNAH	$35.14	2610	LOCAL MILEAGE FY 25-26
12501552	BOND, ASHTON	$32.90	1901	LOCAL MILEAGE FY 25-26
12501553	CROSBY, DEBRAIL	$112.98	1120	LOCAL MILEAGE FY 25-26
12501554	TRITLEY, JOHNATHAN	$118.86	2610	LOCAL MILEAGE FY 25-26
12501555	ENDT, ROB	$141.75	2610	SEPTEMBER 2025
12501556	BAGGETT, DAVID	$572.88	1120	LOCAL MILEAGE FY 25-26
12501557	LOWERY, TIFFANY	$35.00	1120	LOCAL MILEAGE FY 25-26
12501558	HOLMES, RAINA	$122.15	1154	LOCAL MILEAGE FY 25-26
12501559	LEPOMA, DEAN	$434.35	1154	LOCAL MILEAGE FY 25-26
12501560	STALLWORTH, GWENDOLYN	$65.52	1901	LOCAL MILEAGE FY 25-26
12501561	BOSARGE, AUBREY BOGNER	$339.32	1901	CASE CONFERENCE
12501562	JOHNSON, BRANDY	$362.36	1925	IT/TCEA Airfare/Brandy Johnson
12501563	GUICE, JOHN	$362.36	1925	IT/TCEA Airfare/John Guice
12501564	ROBBINS, HOLLY	$362.36	1925	IT/TCEA Airfare/Holly Robbins
12501565	BARNETT, SHELLY	$127.40	1120	LOCAL MILEAGE FY 25-26
12501567	JARRETT,DANA	$24.08	2110	MS SCHOOL NUTRITION CONF

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
12501568	TIMS, EVA	$26.65	2110	MS SCHOOL NUTRITION CONF
12501569	SMITH, GRETA MARIE	$61.03	2110	MS SCHOOL NUTRITION CONF
12501570	ADAMO, MARINA	$311.63	2110	MS SCHOOL NUTRITION CONF
12501571	REDMOND, CYNTHIA	$28.38	2110	MS SCHOOL NUTRITION CONF
12501572	NACOL, MARLANA	$25.37	2110	MS SCHOOL NUTRITION CONF
12501573	STRICKLER, JENNIFER	$284.97	2110	MS SCHOOL NUTRITION CONF
12501574	KEY, MICKIE	$267.27	2110	MS SCHOOL NUTRITION CONF
12501575	PARRISH, HOLLY	$45.65	2110	MS SCHOOL NUTRITION CONF
12501576	HALL, TONYA L.	$48.89	2110	MS SCHOOL NUTRITION CONF
12501577	GLASS, KAREN	$130.13	1120	LOCAL MILEAGE FY 25-26
12501578	STALLWORTH, GWENDOLYN	$219.47	1901	CASE CONFERENCE
12501579	SEYMOUR, BETH	$25.62	2711	LOCAL MILEAGE FY 25-26
12501580	COLLINS, CHRIS	$16.43	1925	MS ASSOC OF SCHOOL ADMIN
12501581	WALLACE, DONALD	$718.48	1152	ECHS mileage reimbursement
12501582	MAGEE, MICHELLE	$56.28	1154	LOCAL MILEAGE FY 25-26
12501583	LADNIER, JENNIFER	$49.28	1120	CENTRAL ACCESS CONFERENCE
12501584	COSPELICH, ANGELA	$50.68	1120	CENTRAL ACCESS CONFERENCE
12501585	SIMER, SANDY	$148.68	1153	LOCAL MILEAGE FY 25-26
12501586	LADNIER, JENNIFER	$111.72	1120	LOCAL MILEAGE FY 25-26
12501587	MORAN, CRYSTINA	$637.94	2811	MCA FALL CONFERENCE 2025
12501588	GIMA, MEGAN	$91.25	1153	Fuel reimbursement State Swim
	Total for Docket:	**$18,906.49**		

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.: 12500000 - 12999999 AP Dates: 11/17/2025 - 11/17/2025

Claim Status: Open

Total Expenditures By Fund

Fund	Description	Claim Amount
1120	DISTRICT MAINTENANCE	$6,996.34
1152	EAST CENTRAL ACTIVITY	$802.75
1153	ST MARTIN ACTIVITY	$415.08
1154	VANCLEAVE ACTIVITY	$822.70
1901	MEDICAID SBAC FUND	$1,432.32
1925	TECHNOLOGY FUND	$2,508.59
2110	SCHOOL FOOD SERVICE	$2,044.35
2211	TITLE I - A 84.010A	$402.30
2290	TITLE I COST POOL	$435.32
2610	IDEA PART B 84.027A	$703.15
2711	CTE - BASIC FUND (LOCAL & STATE)	$1,284.41
2811	TITLE IV, PART A 84.424B	$1,059.18
	Total for Funds:	**$18,906.49**

Total Expenditures By Unit

Unit	Description	Claim Amount
01	DISTRICT WIDE	$10,497.01
02	EAST CENTRAL UPPER ELEMENTARY	$61.03
04	EAST CENTRAL MIDDLE SCHOOL	$312.56
06	EAST CENTRAL HIGH SCHOOL	$839.71
10	ST. MARTIN NORTH ELEMENTARY	$237.49
11	ST. MARTIN HIGH SCHOOL	$529.32
13	ST. MARTIN UPPER ELEMENTARY	$245.28
14	ST. MARTIN EAST ELEMENTARY	$362.62
16	VANCLEAVE UPPER ELEMENTARY	$24.08
18	VANCLEAVE MIDDLE SCHOOL	$190.19
20	VANCLEAVE HIGH SCHOOL	$822.70
22	EAST CENTRAL LOWER ELEMENTARY	$47.04
24	ST.MARTIN MIDDLE SCHOOL	$371.78
26	VANCLEAVE LOWER ELEMENTARY	$39.34
30	VANCLEAVE ATTENDANCE CENTER	$3,151.00
70	ST. MARTIN ATTENDANCE CENTER	$226.00

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Total Expenditures By Unit

Unit	Description	Claim Amount
90	VOCATIONAL TECHNOLOGY CENTER	$949.34
	Total for Units:	**$18,906.49**

APPROVED THIS THE _____ DAY OF _____ , _____

_____ PRESIDENT

_____ SECRETARY

_____ _____ _____

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.: 23000 - 12499999 AP Dates: 11/17/2025 - 11/17/2025

Claim Status: Open

Claim No.	Claimant Name	Claim Amount	Fund	Description
245507	COURTYARD BY MARRIOTT	$258.00	1154	Hotel MMEA VHS Choir Teach
246222	BILOXI PAPER COMPANY	$717.20	1120	Super Grip mats VHS
246223	BILOXI PAPER COMPANY	$181.66	1120	VUE Oct. Supplies BPC
246224	ENTERPRISE	$400.16	1925	IT/Travel
246228	MAGNOLIA REPAIR SERVICES	$524.64	1120	Mower blades VAC
246229	CRISIS PREVENTION INSTITUTE	$199.74	1120	ECLE-CPI workbooks
246230	HMH EDUCATION COMPANY	$4,280.40	1120	ECLE- HMH Journals
246231	PERMA-BOUND	$4,756.89	1120	SMMS - library books
246232	KELLY SERVICES, INC.	$9,261.60	1120	FY26 Substitute Services
246233	AMAZON CAPITAL SERVICES	$14.33	2811	FP-IV-Counselor supplies
246234	WARDS SCIENCE - VWR INTNL LLC	$467.52	1120	VHS - Specimens
246235	AMAZON CAPITAL SERVICES	$169.98	1152	ECU-Inflatables
246236	BSN SPORTS	$832.98	1120	Soccerballs
246237	BSN SPORTS	$247.98	1120	Girls soccer back packs
246238	WARING OIL COMPANY	$5,903.00	1120	SMM-1900GAL DIESEL/400GAL GAS
246239	WATERS INTERNATIONAL TRUCK INC	$3,291.13	1120	SMACT - waters parts for shelf
246240	GOODGAMES PRINTING	$420.00	1154	VHS Mock Trial Banners
246241	STAPLES	$2,799.20	1120	VHS - Copy Paper
246242	MHSAA, INC.	$145.00	1153	SMAC-cross country entry fee
246243	MS COAST SUPPLY INC	$209.56	1120	SMAC-maintenance supplies
246244	ANDERSONS BAKERY	$56.95	1152	Beta Club Cake
246245	MAGCOR INDUSTRIES	$1,183.00	1120	SS/Cumulative Folders/Inserts
246246	AMAZON CAPITAL SERVICES	$1,170.81	1925	IT/Monitors/Memory
246247	DEMCO	$174.71	1120	ECLE-Label Protectors
246248	AMERICAN SCHOOL COUNSELOR ASSN	$500.00	1120	SS/ASCA RAMP Application
246249	W. A. REYNOLDS WHOLESALE CO.	$238.80	1152	ECMS Concession
246250	BSN SPORTS	$782.73	1153	SMAC-pullovers/basketball
246251	HOLY SMOKES MEAT MARKET &	$490.00	1120	BOARD MEAL-TOUR ECAC 10-13-25
246252	MIDDLETON FARM	$1,524.00	1120	SNE/Kindergarten field trip
246253	BILOXI PAPER COMPANY	$3,096.59	1120	SMAC-janitorial supplies
246254	NOVEL EFFECT INC.	$49.99	1120	VLE Library Novel Effect
246255	BRAINSPRING	$69.95	1120	Blending Board
246256	MS COAST SUPPLY INC	$485.00	1120	SMAC-flush valve
246257	SOUTHERN WAY CONTRACTING, LLC	$22,000.00	3027	SM-SOFTBALL BLEACHERS-CONCRETE

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246258	WARING OIL COMPANY	$2,590.00	1120	VC-1000GAL DIESEL
246259	HOLDEN EARTH MOVING	$855.00	2912	VC-BASEBALL FIELD-FILL DIRT
246260	GREERS FOOD TIGER	$164.18	1154	VUE AR Rewards Cupcakes Greers
246261	MS COAST SUPPLY INC	$323.30	1120	SMAC-supplies for leak
246262	DIBERVILLE EQUIPMENT RENTAL	$453.55	1153	SMAC-band Uhaul rental
246263	MSBA	$400.00	1120	Virtual Policy Conference
246264	AMAZON CAPITAL SERVICES	$598.50	1120	Toner,keyboard,scissors, suppl
246265	MILLCREEK SCHOOLS, LLC	$1,697.35	1130	SPED-student placement
		$591.53	2906	SPED-student placement
246266	ACCESS VISION SERVICES, LLC	$613.70	1130	SPED-VI Services
246267	WHEELER'S JANITORIAL SUPPLIES	$125.00	1120	SMAC-janitorial supplies SMMS
246268	WATERS INTERNATIONAL TRUCK INC	$1,923.92	1120	VACT sensors2
246269	WATERS INTERNATIONAL TRUCK INC	$325.00	1120	VACT Tow bill 26
246270	WATERS INTERNATIONAL TRUCK INC	$204.32	1120	VACT Oil filter
246271	A & B TOWING	$450.00	1120	VACT Towing
246272	HAMMETTS AUTO ELECTRIC	$550.00	1120	VACT Allternator
246273	AMAZON CAPITAL SERVICES	$16.99	1901	SPED-Supplies
246274	GOODGAMES PRINTING	$40.00	1154	VHS - Signs
246275	UNIVERSITY OF MISSISSIPPI	$240.00	1154	VHS - Student Workshop
246276	AMAZON CAPITAL SERVICES	$32.14	1120	SMU - student incentives
		$751.07	1153	SMU - student incentives
246277	LITERACY RESOURCES - HEGGERTY	$897.12	1120	ECLE Heggerty Books
246278	VANCLEAVE OLD PLACE	$70.90	2711	JCTC - Concrete
246279	WATERS INTERNATIONAL TRUCK INC	$3,058.24	1120	SMACT - Wheelchair Kits
246280	WARD INTERNATIONAL TRUCKS	$3,540.87	1120	SMACT - Bus 5 and 57 Parts
246281	JOHNSON TIRE SERVICE, LLC	$1,499.00	1120	SMACT - Johnson Tires - Labor
246282	HOME TOWN LUMBER & SUPPLY,INC.	$31.16	1120	SMAC-leak repair
246283	AMAZON CAPITAL SERVICES	$1,275.22	1152	ECHS Art
246284	HOWARD TECHNOLOGY SOL	$2,071.00	1925	IT/Networking
246285	AMAZON CAPITAL SERVICES	$313.21	1120	SMHS - Book Order #2
246286	TECHNOLOGY STUDENT ASSOCIATION	$282.00	2711	SMHS - Membership fees
246287	AMAZON CAPITAL SERVICES	$16.69	1153	SMHS - Theatre materials
246288	MS COAST SUPPLY INC	$74.00	2711	JCTC - PVC for I&C Students
246289	HURLEY HARDWARE & BUILDING SUP	$508.78	2711	JCTC-Lumber Order for Electric
246290	ADVANCE AUTO PARTS VANCLEAVE	$3,138.46	2711	JCTC - Automotive Consumables
246291	AMAZON CAPITAL SERVICES	$24.08	1120	SNE/supplies/Red Ribbon week
246292	AMAZON CAPITAL SERVICES	$119.94	1120	SNE/Nurse supplies

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246293	AMAZON CAPITAL SERVICES	$19.75	2711	JCTC-Student Rewards
246294	AMAZON CAPITAL SERVICES	$185.91	2711	JCTC - Bird Deterrents
246295	ROBERT J YOUNG CO. LLC	$64.90	1935	FabLab - Copies with RJ Young
246296	WATERS INTERNATIONAL TRUCK INC	$1,500.00	1120	VACT Misc repair
246297	ODP BUSINESS SOLUTION/ OFFICE	$168.10	1120	ECLE- Cardstock
246298	EMERSONS SPORTING GOODS	$538.00	1152	ECMS Hope Squad Shirts
246308	ODP BUSINESS SOLUTION/ OFFICE	$32.93	1120	ECLE-Dividers & Tape
246309	AMAZON CAPITAL SERVICES	$407.14	1154	VHS - Senior Class Supplies
246310	MIDDLETON FARM	$1,620.00	1120	SNE/1st grade field trip
246311	EXPRESS SERVICES INC	$3,344.19	2110	CN - CAFETERIA SUB SERVICES
246312	LOWES COMPANIES, INC.	$116.86	1120	SMAC-maintenance supplies
246314	JOHNSTONE SUPPLY OF GULFPORT	$3,427.12	1120	VMS Rm 208 Condensing Unit
246315	JOHNSTONE SUPPLY OF GULFPORT	$453.60	1120	VC Soccer F/H Mini Split
246316	JOHNSTONE SUPPLY OF GULFPORT	$236.28	1120	V. Stock Mot. Cond, Cap Run Ov
246317	JOHNSTONE SUPPLY OF GULFPORT	$1,529.87	1120	SMN Mini split, Outdoor heat p
246318	JOHNSTONE SUPPLY OF GULFPORT	$2,013.82	1120	Van Stock, Refrigerent, Batter
246319	JOHNSTONE SUPPLY OF GULFPORT	$282.94	1120	Transformer, Gas Connector Wat
246320	JOHNSTONE SUPPLY OF GULFPORT	$3,427.12	1120	VMS Rm 208 Cond. Unit
246321	MS COAST SUPPLY INC	$520.05	1120	Stock toilet/urinal parts
246322	AIR MASTERS	$405.00	1120	SMHS Diagnostic Labor
246323	BILOXI PAPER COMPANY	$457.80	1120	Van. Maint Shop
246324	MS COAST SUPPLY INC	$1,135.71	1120	Valve Regulator VUE
246325	BILOXI PAPER COMPANY	$671.77	1120	VUE Oct Supplies BPC
246326	BILOXI PAPER COMPANY	$1,669.54	1120	VLE Oct Supplies BPC
246335	AMAZON CAPITAL SERVICES	$156.60	1154	Hose/nozzle Athletics
246336	MAGNOLIA BLUFFS CASINO & HOTEL	$1,080.00	1153	SMAC-hotel for state band clin
246337	THE EMPTY VASE FLORIST & GIFTS	$322.05	1154	VHS - Homecoming Corsages
246338	NATCHEZ HOTEL GROUP INC	$2,125.92	1154	Hotel-Band Masters Clinic
246339	AMAZON CAPITAL SERVICES	$44.95	1120	VLE USB Hubs
246340	AMAZON CAPITAL SERVICES	$459.98	1154	Portable AC's VAC Athletics
246341	LEE TRACTOR CO.,INC.	$91.64	1120	Wheel bearings for mower
246342	FEED SACK, THE	$116.00	1120	Eraser 2.5 Gallon
246343	SEWARD FARMS MAZE LLC	$1,920.00	1120	VLE Kindergarten Field Trip
246344	GUMDROP BOOKS	$2,192.95	1120	Library Books
246345	ALERT SERVICES, INC.	$4,875.00	2910	CTE-SM-SPORTS MEDICINE PROGRAM
246346	GROUP TRAVEL SOLUTIONS	$470.50	1154	VHS Choir Shirts
246347	BSN SPORTS	$2,203.62	1153	SMHS FB Polos

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246348	BSN SPORTS	$3,119.02	1153	SMAC Ath Girls Ba
246349	BSN SPORTS	$4,995.81	1120	SMAC Ath VB Uniforms and Eq
246350	BSN SPORTS	$2,759.02	1120	SMAC Ath GBB Uniforms
246351	RAINBOW SPRING WATER, INC.	$14.59	1120	SMU - Water for Meds.
246352	AMAZON CAPITAL SERVICES	$826.80	2211	SMU - novels
246353	CYPRESS LANES LLC	$555.00	1120	SMHS - Bowling for PE
246354	HOTEL CAPSTONE	$323.60	1120	SMHS - Hotel for Workshop
246355	GULFCOAST SILK SCREENING	$778.00	1153	SMHS - Senior tshirts
246356	GUMDROP BOOKS	$2,167.47	1120	SMHS - Books
246357	AMAZON CAPITAL SERVICES	$33.38	1153	SMHS - Theatre materials
246358	AMAZON CAPITAL SERVICES	$44.78	1120	BO-CALCULATOR TAPE, INVISIBLE
246359	EAGLE ENERGY, INC.	$4,968.66	1120	VC-1200GAL DIESEL/800GAL GAS
246360	AMERICAN SCHOOL COUNSELOR ASSN	$129.00	2711	JCTC-Counselor ASCA Membership
246361	AMAZON CAPITAL SERVICES	$440.00	1120	ECU-monitor
246362	MS COAST SOCCER REFEREE	$210.00	1154	VAC. Soccer Assigning fees
246363	GULF COAST ED INITIATIVE CONS	$9,782.00	1120	Membership Dues
246364	GULF COAST BUSINESS SUPPLY CO.	$255.20	1120	SMACT - Gulf Coast Wall Files
246365	AMERICAN SCHOOL COUNSELOR ASSN	$250.00	1120	VUE Ameri. Counseling Assoc.
246366	PERMA-BOUND	$1,141.23	1120	VUE Lib Books
246367	DEPT OF PUBLIC SAFETY FINGERPR	$2,816.00	7310	Background Checks FY25-26
246368	BSN SPORTS	$4,402.86	1120	Boys Basketball uniforms
246369	LAKESHIRTS ZEPHYR LLC	$1,754.35	1120	Baseball Hats
246370	GUARDIAN INNOVATIOSN LLC	$216.00	1120	Halo head pieces for flag foot
246371	RIDGDELL BROTHERS, INC	$330.00	1120	Water Valve key
246372	VANCLEAVE OLD PLACE	$147.70	1120	Athletic Supplies
246373	AMERICAN SCHOOL COUNSELOR ASSN	$129.00	1120	SMU - ASCA Membership
246374	AMERICAN SCHOOL COUNSELOR ASSN	$250.00	1120	SMU - Ramp Application
246375	BLAX SCREEN PRINTING	$157.50	1155	JCTC-ED Prep Shirts
246376	BAY BREEZE GOLF COURSE	$1,339.50	1153	SMAC-girls golf uniforms
246377	ROBOTICS EDUCATION & COMP	$120.00	1152	ECMS PLTW/Robotics
246378	RAINBOW SPRING WATER, INC.	$47.84	1120	SMAC-water for office
246379	RAINBOW SPRING WATER, INC.	$63.34	1120	SMEE - Water for students meds
246380	IXL LEARNING	$2,812.50	2213	SMMS - SIG IXL subscription
246381	VEX ROBOTICS INC	$176.56	1153	SMMS -robotics competition kit
246382	RAINBOW SPRING WATER, INC.	$144.52	1120	SMMS - office water
246383	AMAZON CAPITAL SERVICES	$319.62	1120	SMMS - nurse supplies wipes
246384	PDQ PRINTING, INC CUST#137	$428.50	1120	SMMS - school stationary

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246385	AMAZON CAPITAL SERVICES	$1,311.00	1120	SMMS - library supplies
246386	AMAZON CAPITAL SERVICES	$314.37	1120	SMMS - office supplies
246387	AMAZON CAPITAL SERVICES	$219.99	1120	SMMS - art cardboard cutter
246388	GREERS FOOD TIGER	$427.35	1152	Key Club Breakfast
246389	AMAZON CAPITAL SERVICES	$62.40	1120	VLE Nurse Supplies
246390	DRUG FREE SCHOOLS	$1,880.00	1120	Student drug testing
246391	FRANK P. CORSO, INC	$570.88	1154	VHS - Snacks for Sell
246392	AMAZON CAPITAL SERVICES	$318.14	1120	SMU - counselor/library supply
		$93.16	1153	SMU - counselor/library supply
246393	SOUTHERN PROMISELAND FARM	$690.00	1153	SMU - Wings Field Trip
246394	LITERATI, INC.	$5,179.10	1153	SMU - LiteratiBookFair Balance
246395	NOREGON SYSTEMS, LLC	$218.21	1120	SMACT - Noregon Cable for GM
246396	ACE HARDWARE	$168.16	1120	5 gallon Jerrican/Chlorine VAC
246397	MOBILE FIXTURE AND EQUIPMENT	$99.12	2110	CN- Beverage Dispenser ECM
246398	SUNRISE FRESH PRODUCE	$12,655.62	2110	CN - PRODUCE wk 11
246399	SUNRISE FRESH PRODUCE	$768.69	2110	CN - PRODUCE wk 11
246400	BILOXI PAPER COMPANY	$46.16	2110	CN-Tile Cleaner VMS
246401	HERSHEY'S ICE CREAM	$7,106.40	2110	CN-ICE CREAM - October
246402	FLYNN GROUP LP DBA HUT	$907.50	2110	CN-Pizza Hut Oct. 14
246403	SUNRISE FRESH PRODUCE	$6,190.79	2110	CN - PRODUCE wk 12
246404	PORTIONPAC/SFSPAC FOODSAFETY	$124.00	2110	CN- Sanitation/Clean Solutions
246405	CINTAS CORPORATION	$3,714.33	2110	CN-Food Production Supplies
246406	TOTAL EQUIPMENT MAINTENANCE CO	$1,117.72	2110	CN-Equip.Maint. & Repairs-SMM
246407	TOTAL EQUIPMENT MAINTENANCE CO	$10,248.42	2110	CN - VMS WALK IN COOLER REPAIR
246408	MOBILE FIXTURE AND EQUIPMENT	$9,474.00	2110	CN- Convection Oven, Gas VHS
246409	FLYNN GROUP LP DBA HUT	$1,864.50	2110	CN-Pizza Hut Oct. 1
246410	CHANCERY CLERK	$58.00	1840	Recording Fees
246411	NICOLE DEARMAN	$300.00	1120	Bus driver certification
246412	FRONTLINE TECHNOLOGIES GP LLC	$10,258.65	1120	Frontline - AppliTrak renewal
246413	WARING OIL COMPANY	$897.00	1120	SMACT - DEF
246414	BILOXI PAPER COMPANY	$113.10	1120	SMAC-janitorial supplies
246415	LAWSON PRODUCTS, INC.	$955.16	1120	SMACT - Lawson Bus Parts
246416	BILOXI PAPER COMPANY	$181.44	1120	SMAC-janitorial supplies SMEE
246417	BILOXI PAPER COMPANY	$1,131.00	1120	Copy paper for ECHS
246418	AMAZON CAPITAL SERVICES	$56.82	1120	VMS-balls
246419	AMERICAN SCHOOL COUNSELOR ASSN	$250.00	1120	SNE/RAMP registration fee
246420	WILLIAM V. MACGILL & CO.	$149.50	1120	SMEE - Health Supplies

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246421	NASCO EDUCATION LLC	$130.82	1120	SMEE - Wings Supplies
246422	AMAZON CAPITAL SERVICES	$848.67	1120	SMEE - Lab cart, supplies
246424	WARING OIL COMPANY	$3,367.00	1120	EC-1300GAL DIESEL
246425	AMAZON CAPITAL SERVICES	$405.49	1156	FabLab-Tumblers,SubPaper,LED
246426	POPPS FERRY SALES SERVICE, LLC	$292.60	1120	SMAC-maintenance supplies
246427	AMAZON CAPITAL SERVICES	$402.11	1120	ECLE- Crafts, glue, pencils
246428	BILOXI PAPER COMPANY	$958.04	1120	SMAC-janitorial supplies
246429	PERMA-BOUND	$529.37	1120	SMU - Library Books
246430	ROCHESTER 100 INC.	$1,200.00	2211	SMU - communication folders
246431	BILOXI PAPER COMPANY	$232.00	1120	SMAC-SMHS janitorial
246432	TOTAL EQUIPMENT MAINTENANCE CO	$34,849.12	2110	CN-EQUIP. REPAIR/INSTALL -SMHS
246433	TOTAL EQUIPMENT MAINTENANCE CO	$10,933.55	2110	CN-Walk -In Cooler VLE
246434	MERCHANTS FOODSERVICE	$27,242.52	2110	CN-FROZEN/DRY Wk #13
246435	MERCHANTS FOODSERVICE	$31,655.34	2110	CN-FROZEN/DRY Wk #13
246436	MERCHANTS FOODSERVICE	$5,412.26	2110	CN-Merchants_Paper Wk#13 10/23
246437	NEW DAIRY OPCO,LLC	$8,939.35	2110	CN-MILK - October 2025
246438	W.W. GRAINGER, INC	$0.00	2711	JCTC - WeldingCable&Terminals
246439	ANDYS MUSIC INC	$219.70	1154	VMS- Band
246440	AMAZON CAPITAL SERVICES	$274.62	1120	VMS- Nurse
246441	MASSETT SUPPLY COMPANY, NAPA	$330.98	1120	SMAC-parts for vehicle
246442	WARING OIL COMPANY	$2,440.00	1120	VC-1000GAL DIESEL
246443	WARING OIL COMPANY	$6,981.00	1120	SMM-2500GAL DIESEL/400GAL GAS
246444	ACT EDUCATION CORP	$700.00	1120	Curriculum DO
246445	MASSETT SUPPLY COMPANY, NAPA	$111.36	1120	VACT Open po for parts
246446	HOTEL CAPSTONE	$323.60	1154	VHS - Hotel Room
246447	ROUSES MARKET #40	$449.66	1154	VHS - Food for Homecoming Maid
246448	GULF COAST FENCE COMPANY	$9,398.00	2910	CTE-VC-FENCING
246449	BILOXI PAPER COMPANY	$211.32	1120	5 Gallon Pails of detg.
246450	RSG, INC.	$2,246.50	1153	SMAC-pregame tee's baseball
246451	PRO-LOCK	$420.00	1120	SMAC-keys
246452	BSN SPORTS	$5,163.66	1120	SMAC Ath 25 Football EQ
246455	BAILEY EDUCATION GROUP, LLC	$1,450.00	1120	ECMS Bailey Group
246456	BAILEY EDUCATION GROUP, LLC	$1,450.00	2213	ECMS Bailey Group
246457	SINGING RIVER HEALTH-	$250.00	1120	Pre Screen, DOT, Post Accident
246458	AMAZON CAPITAL SERVICES	($209.00)	1120	SMEE - Office Supplies
246459	ROBERTSDALE HIGH SCHOOL	$500.00	1154	Wrestling G.C. Clash Wrestlin
246460	ROBERTSDALE HIGH SCHOOL	$350.00	1154	Entry Robertsdale Bear Brawl

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246461	ST MARTIN ACTIVITY FUND	$150.00	1154	Magnolia Invitational SMHS
246462	ST MARTIN ACTIVITY FUND	$200.00	1154	Jacket Rumble Wrestling SMHS
246463	AMAZON CAPITAL SERVICES	$34.90	1152	ECHS Prom Tattoo Fundraiser
246464	RAINBOW SPRING WATER, INC.	$76.59	1120	SMACT - Rainbow Oct Water
246465	FOREMAN, LAURA	$16.00	2110	CAFETERIA REFUND 25-26
246466	BSN SPORTS	$1,351.08	1153	SMAC-uniforms cross country
246467	SOUTHERN TIRE MART, LLC	$1,322.54	1120	VACT Tires
246468	BILOXI PAPER COMPANY	$1,885.00	1120	SMU - copier paper x 50
246469	AMAZON CAPITAL SERVICES	$797.30	1120	Battery Solar Generator
246470	VANCLEAVE OLD PLACE	$437.81	2711	JCTC - Automotive Consumables
246471	MASSETT SUPPLY COMPANY, NAPA	$58.22	1120	VAC Maint. Oil filter, fuses
246472	VANCLEAVE OLD PLACE	$600.00	1120	Pour Tar
246473	AMAZON CAPITAL SERVICES	$207.80	1154	Sprinkler heads VAC Athletics
246474	HINTONS PAINT SPECIALTY	$335.00	1120	VMS Paint
246475	CHEM-AQUA, INC.	$4,287.48	1120	Water TX Aug 1-July 31 2025
246476	BILOXI PAPER COMPANY	$1,508.00	1120	SNE/copy paper
246477	JOHNSON COLLISION CENTER, INC	$2,378.77	1120	VAC Truck repair
246478	CHANCELLOR SUPPLY, INC	$1,624.84	1120	Wire, clamps, Hex Head, bushin
246479	SOUTHERN FIRE SAFETY SYSTEMS	$800.00	1120	VUE Fire alarm system service
246480	AMAZON CAPITAL SERVICES	$45.99	1120	VHS - Pep Rally Supplies
246481	AUBURN HIGH SCHOOL	$300.00	1154	VHS Wrestling Entry free Aubur
246482	NORTH PIKE HIGH SCHOOL	$112.70	1154	Gate split North Pike Volleyba
246483	MHSAA, INC.	$138.00	1154	MHSAA Financial St. Volleyball
246484	ALL AMERICAN FLAGS AND BANNERS	$2,550.00	1120	Bust through banner for cheer
246485	EPIC SPORTS	$236.81	1120	athletic hats
246486	WARING OIL COMPANY	$5,640.00	1120	EC-1500GAL DIESEL/1000GAL GAS
246498	KELLY SERVICES, INC.	$10,118.40	1120	FY26 Substitute Services
246499	LAWSON PRODUCTS, INC.	$531.87	1120	VAC Maint Drill Bits, Drill Sc
246500	AMAZON CAPITAL SERVICES	$15.66	1120	BO-VOID STAMP/STICKY NOTES
246501	MOBILE INTERNATIONAL FESTIVAL	$465.00	1153	SMHS - Entrance fee
246502	BILOXI PAPER COMPANY	$3,770.00	1120	SMHS - Copy paper
246503	DEMCO	$424.20	1120	SMHS - Display
246504	ALPHA CARD SYSTEMS, LLC	$257.50	1120	SMHS - Cartridge, card maker
246505	TURF MASTERS LAWN CARE	$8,208.00	1120	SM Ath Top Dress Baseball
246506	AMAZON CAPITAL SERVICES	$45.00	1120	SMEE - Gifted Supplies
246507	AMAZON CAPITAL SERVICES	$45.99	1120	SMEE - Drug Free pencils
246508	AMAZON CAPITAL SERVICES	$149.44	1120	SMEE - Red Ribbon Week supplie

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246509	AMAZON CAPITAL SERVICES	$1,113.17	1154	VMS- Students
246510	ROUSES MARKET #40	$118.65	2711	SMHS - Advisory Meeting
246511	LOWES COMPANIES, INC.	$113.76	1120	SM Athletics Incidentals
246512	AMAZON CAPITAL SERVICES	$1,011.99	1120	SMEE - Supplies
246513	HOWARD TECHNOLOGY SOL	$997.00	1925	IT/ECMS/TSTChromebook
246514	AMAZON CAPITAL SERVICES	$1,635.00	1925	IT/ThinkPad
246515	AMAZON CAPITAL SERVICES	$836.10	1120	BO-W-2 FORMS. 1099NEC,1099MISC
246516	ACCESS VISION SERVICES, LLC	$1,625.70	1130	SPED-VI Services
246517	MS COAST SUPPLY INC	$227.80	2711	JCTC - PVC for I&C
246518	INTERIOR EXTERIOR BUILDING	$501.76	1120	Ceiling tiles
246519	LAWSON PRODUCTS, INC.	$112.04	1120	Van. Maint. Screws/anchors
246520	MASSETT SUPPLY COMPANY, NAPA	$188.66	1120	Battery 24/Core, Brake Clnr
246521	BSN SPORTS	$817.16	1120	Basketballs and score books
246522	MS DEPT OF EDUCATION DECA	$1,100.00	1154	VHS - DECA District Comp.
246523	CAREER SAFE, LLC	$2,275.00	2711	JCTC-OSHA-10 Vouchers
246524	PRO-LOCK	$30.00	1120	SMAC-keys
246525	QUAVERED, INC.	$1,800.00	1120	Music Curriculum
246526	USM MARINE EDUCATION CENTER	$340.00	1120	SNE/Gifted field trip
246527	ACT EDUCATION CORP	$195.00	1154	VHS - Registration Fee
246528	MORAN, CRYSTINA	$125.00	1120	SNE/counselor dues
246529	FLYNN GROUP LP DBA HUT	$1,608.75	2110	CN-Pizza Hut Oct. 15
246530	SUNRISE FRESH PRODUCE	$4,597.09	2110	CN - PRODUCE Wk #13
246531	CINTAS CORPORATION	$874.33	2110	CN-Food Production Supplies
246532	STAPLES	$454.44	2211	Title 1 Cardstock
246533	ENTERPRISE	$288.40	1153	SMAC-rental for Girls golf
246534	ENTERPRISE	$407.43	1153	SMAC-rental vehicle for state
246535	ENTERPRISE	$152.68	1155	JCTC - Rental for HOSA Fall Co
246536	BILOXI PAPER COMPANY	$1,885.00	1120	ECMS Paper
246537	AMAZON CAPITAL SERVICES	$111.99	1154	VLE INSTAX Mini Film
246538	RSG, INC.	$600.00	1153	SMAC-girls soccer shorts
246539	GOMEZ LANGUAGE AND CULTURE	$261.00	1120	SPED-Translator
246540	MS COAST SOCCER REFEREE	$210.00	1153	SMAC-soccer assigning
246541	MS COAST SUPPLY INC	$52.79	1120	SMAC-maintenance supplies
246542	COAST FIREWORKS INC	$156.95	1154	Homecoming beads
246543	ADVANCE AUTO PARTS VANCLEAVE	$75.95	1120	Oil/Filters for LeBatard/Jones
246544	WARING OIL COMPANY	$3,185.00	1120	SMM-1300GAL DIESEL
246545	IMMS	$1,944.00	1120	ECLE-1st Grade Field Trip

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246546	AUTOMATION DESIGNS & SOLUTIONS	$84.00	1120	Pre-Employment Fingerprints
246547	AMAZON CAPITAL SERVICES	$134.72	2211	FP-I-homeless student supplies
246548	SINGING RIVER HEALTH-	$375.00	1120	Pre Screen, DOT, Post Accident
246549	AMAZON CAPITAL SERVICES	$11.81	1152	ECLE- Spookley DVD Library
246550	AMAZON CAPITAL SERVICES	$340.32	1152	ECLE Library Ink, Balloons
246551	BOUND TO STAY BOUND BOOKS, INC	$1,044.17	1120	Library Books
246552	AMAZON CAPITAL SERVICES	$12.72	1154	Books for Literacy Night
246553	AMAZON CAPITAL SERVICES	$38.84	1120	SMHS - Calendar refill
246554	ROUSES MARKET #40	$107.22	2711	SMHS - Lab supplies
246555	KIDS FIRST EDUCATION, LLC	$1,475.00	1120	SMHS - Consultant
246556	CRISIS PREVENTION INSTITUTE	$499.35	1120	SMHS - Books for SpEd Teachers
246557	AMAZON CAPITAL SERVICES	$79.50	1153	SMHS - Filament
246558	MASSETT SUPPLY COMPANY, NAPA	$69.97	1120	VACT Open po for parts
246559	WARD INTERNATIONAL TRUCKS	$85.08	1120	VACT sensor part
246560	SUN HERALD - ADVERTISING	$22.17	2290	FP-CP-FY26 Title newspaper ad
246561	EAGLE ENERGY, INC.	$2,542.66	1120	VC-1000GAL DIESEL
246562	AMAZON CAPITAL SERVICES	$87.90	1120	ECMS WINGS Ink
246563	BSN SPORTS	$4,973.34	1154	VMS Girls Basketball uniforms/
246564	MISSISSIPPI MUSIC EDUCATOR'S	$50.00	1153	SMAC-choir fall workshop entry
246565	SWETMAN SECURITY SERVICES INC.	$340.00	1154	Swetman's Game Security 5 game
246566	TEXAS COMPUTER EDUCATION ASSOC	$1,227.00	1925	IT/TCEA Registration
246567	AMAZON CAPITAL SERVICES	$2,499.95	1156	FabLab - Sawgrass Printer
246568	SWETMAN SECURITY SERVICES INC.	$680.00	1153	SMAC-security
246569	SWETMAN SECURITY SERVICES INC.	$680.00	1154	Swetman's Game Security 5 game
246570	VANCLEAVE OLD PLACE	$70.00	1120	Water
246571	RAINBOW SPRING WATER, INC.	$45.59	1154	VHS - Water for Alt. School
246572	SCHOLASTIC BOOK FAIRS, INC.	$6,761.66	1153	SMEE - Book Fair
246573	AMAZON CAPITAL SERVICES	$1,028.41	1120	toner, pens, calendar, battery
246574	JOHNSTONE SUPPLY OF GULFPORT	$1,663.37	1120	VMS Office Compressor/Neutrail
246575	JOHNSTONE SUPPLY OF GULFPORT	$2,173.44	1120	Portable AC
246576	AMAZON CAPITAL SERVICES	$39.17	1120	BO-SHREDDER BAGS
246577	MERCHANTS FOODSERVICE	($12.60)	2110	CN-FROZEN/DRY Wk Aug.8-12
246578	MERCHANTS FOODSERVICE	($14.00)	2110	CN-FROZEN/DRY Wk #9
246579	MERCHANTS FOODSERVICE	($4.20)	2110	CN-FROZEN/DRY Wk #12
246580	MERCHANTS FOODSERVICE	($16.47)	2110	CN-FROZEN/DRY Wk #12
246581	TOTAL EQUIPMENT MAINTENANCE CO	$145.95	2110	CN-Equip.Maint. & Repairs-VLE
246582	NEW DAIRY OPCO,LLC	$5,877.17	2110	CN-MILK - October 2025

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246583	NEW DAIRY OPCO,LLC	$2,309.62	2110	CN-MILK - October 2025
246584	MERCHANTS FOODSERVICE	$5,277.07	2110	CN-Merchants_Paper Wk#14
246585	MERCHANTS FOODSERVICE	$58,483.70	2110	CN-FROZEN/DRY Wk #14
246586	MERCHANTS FOODSERVICE	($25.20)	2110	CN-FROZEN/DRY Wk #10
246587	NEW DAIRY OPCO,LLC	$314.95	2110	CN-MILK - October 2025
246588	BILOXI PAPER COMPANY	$107.50	1120	SMAC-toilet paper for maint
246589	BAILEY EDUCATION GROUP, LLC	$1,450.00	2213	Bailey Group
246590	AMAZON CAPITAL SERVICES	$200.40	1120	VLE WINGS Ramsay Order
246591	W.W. GRAINGER, INC	$630.40	2711	JCTC-Welding Cable Terminals
246592	ACE HARDWARE	$71.00	1120	SMAC-chlorine
246593	BAILEY EDUCATION GROUP, LLC	$1,450.00	2213	ECMS Bailey Group
246594	BOUND TO STAY BOUND BOOKS, INC	$227.96	1120	VLE Library Books
246595	AMAZON CAPITAL SERVICES	$84.99	1120	VAC Athletics Office supplies
246596	BAILEY EDUCATION GROUP, LLC	$725.00	1120	ECMS Bailey Group
246597	AMAZON CAPITAL SERVICES	$402.49	2711	JCTC - Tape Measures/ToolBelts
246598	AMAZON CAPITAL SERVICES	$346.16	2711	JCTC - Calculators
246599	AMAZON CAPITAL SERVICES	$138.60	1120	VHS - Table Legs for Art Table
246603	PROTECT YOUR ASSETS LLC.	$1,475.00	1120	SMAC-asphalt/concrete repair
246604	PROTECT YOUR ASSETS LLC.	$4,645.00	1120	SMAC-asphalt SMEE
246605	AMAZON CAPITAL SERVICES	$468.64	1120	VMS-Library
246606	PROTECT YOUR ASSETS LLC.	$1,150.00	1120	SMAC-asphalt
246607	HOME TOWN LUMBER & SUPPLY,INC.	$23.37	1120	SMAC-maintenance supplies
246608	SUN SOUTH, LLC	$1,254.94	1120	SMAC-parts for lawnmower
246609	SUN SOUTH, LLC	$513.47	1120	SMAC-tractor upkeep
246610	PRO-LOCK	$47.50	1120	Pro-Lock GA Cylinder/Key Cylin
246611	HINTONS PAINT SPECIALTY	$365.00	1120	Paint VMS
246612	SWETMAN SECURITY SERVICES INC.	$160.00	1153	SMAC-game security
246613	SOUTHERN HOSPITALITY SUPPLY	$1,792.50	2110	CN-PanSaver Full-Size 2.5"-4"
246614	FLYNN GROUP LP DBA HUT	$1,782.00	2110	CN-Pizza Hut Oct. 22
246615	FLYNN GROUP LP DBA HUT	$1,295.25	2110	CN-Pizza Hut Oct. 24
246616	HERSHEY'S ICE CREAM	$1,910.40	2110	CN-ICE CREAM - October 27
246617	HOSA - HEALTH OCCUPATION	$90.00	2711	SMHS - Competition fees
246618	CYPRESS LANES LLC	$420.00	1153	SMHS - Senior bowling
246619	AMAZON CAPITAL SERVICES	$309.46	2711	SMHS - Gloves, hairnets
246620	AMAZON CAPITAL SERVICES	$123.55	1120	SMHS - Tabs, batteries
246621	WARDS SCIENCE - VWR INTNL LLC	$175.31	1120	SMHS - Specimens
246622	PERMA-BOUND	$7,820.23	1120	SMHS - Perma #2

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246624	POWERS OF MISSISSIPPI, INC.	$900.00	1120	VUE Cafe VAV
246625	POWERS OF MISSISSIPPI, INC.	$1,250.00	1120	VHS Wet Differ/Pressure Sensor
246626	BILOXI PAPER COMPANY	$23.90	1120	Tissue/ Van. Maint Shop
246627	PRO-LOCK	$176.50	1120	Duplicate keys, cylinder maste
246628	BAILEY EDUCATION GROUP, LLC	$1,450.00	2213	Bailey Group
246629	WESCO GAS & WELDING SUPPLY	$9,736.06	2910	CTE-EC-ADD GAS COMPONENTS TO
246630	AMAZON CAPITAL SERVICES	$190.11	1120	SMU - admin supplies
246631	COLEMAN ROOFING & CONSTRUCTION	$96,201.75	3027	ECHS-RE-ROOF
246632	MACHADO | PATANO, PLLC	$1,519.32	3027	DO-ECH ROOF RPAIR
246633	COLEMAN ROOFING & CONSTRUCTION	$240,062.85	3027	ECHS-RE-ROOF
246634	MACHADO | PATANO, PLLC	$3,742.16	3027	DO-ECH ROOF RPAIR
246635	AMAZON CAPITAL SERVICES	$1,168.68	1152	ECHS Yearbook Supplies
246636	W.W. GRAINGER, INC	$630.40	2711	JCTC-Welding Cable Terminals
246637	AMAZON CAPITAL SERVICES	$571.64	1120	ECU-Bulletin Board Paper
246638	BILOXI PAPER COMPANY	$938.94	1120	VHS Towels, soap, garb. bags
246639	AMAZON CAPITAL SERVICES	$440.00	1120	ECU-monitor
246640	BAILEY EDUCATION GROUP, LLC	$4,350.00	2213	SMMS - SIG professional develo
246641	RAINBOW SPRING WATER, INC.	$53.34	1120	SMMS - office water
246642	AMAZON CAPITAL SERVICES	$43.60	1120	SMMS - staff pins
246643	AMAZON CAPITAL SERVICES	$405.43	1120	SMMS - staff pins
246644	STUDENTREASURES LLC	$415.35	1120	SMMS - Lifeskills customized
246645	AMERICAN SCHOOL COUNSELOR ASSN	$129.00	1120	SMMS - counselor memb renewal
246646	AMAZON CAPITAL SERVICES	$336.96	1120	SMMS - science class supplies
246647	AMAZON CAPITAL SERVICES	$428.45	1120	SMMS - conference room redo
246648	BILOXI PAPER COMPANY	$339.30	1120	SMMS - science supplies
246649	SMARTPASS, INC.	$3,581.55	1120	SMMS - smartpass software
246650	HOWARD TECHNOLOGY SOL	$1,029.00	1925	IT/Networking Tool
246651	NEILL GAS, INC.	$21,629.65	2910	CTE-ECH-PROPANE TANK
246652	RSG, INC.	$2,272.00	1120	SM Ath MS Girls Soccer Uni's
246653	POPPS FERRY SALES SERVICE, LLC	$529.99	1120	SM Ath Baseball Softball Edger
246654	LYKE PANE SPORTS GEAR DBA	$4,466.00	1120	SM Athletics
246655	ALLADDIN CONSTRCUTION CO, INC	$7,166.00	1120	SM Ath Sound tiles upper
246656	WARING OIL COMPANY	$1,120.50	1120	GASOLINE-89, NON ETHANOL
246657	JOHNSON TIRE SERVICE, LLC	$52.50	1120	SMACT - Johnson Labor
246658	EXPRESS SERVICES INC	$8,488.21	2110	CN - CAFETERIA SUB SERVICES
246659	MERCHANTS FOODSERVICE	($38.98)	2110	CN-FROZEN/DRY Wk Aug.8-12
246660	MASSETT SUPPLY COMPANY, NAPA	$160.80	1120	VACT Open po for parts

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246661	COLLIER, KRISTOPHER	$120.00	2110	Cafeteria Refund 2025
246662	PRO-LOCK	$112.50	1120	SMAC-keys
246663	PERMA-BOUND	$760.90	1120	ECLE-Library Books
246664	WARING OIL COMPANY	$3,960.00	1120	1500 GALLON ULTRA LOW SULFUR
246665	MGCCC	$22,320.00	1154	VHS - Dual Credit Classes
246666	BSN SPORTS	$2,990.97	1120	SM Ath MS Boys Soccer Uni & EQ
246667	PRO-LOCK	$54.50	1120	VLE Rim Cylinders, Key Cyl, Ke
246668	VANCLEAVE OLD PLACE	$24.98	1120	Van Water Shut Off valves
246669	VANCLEAVE OLD PLACE	$69.98	1120	Gone in 30 seconds
246680	NASP INC	$1,318.00	1120	Archery supplies
246681	RSG, INC.	$3,184.00	1120	Football Equipment
246682	EDCLUB INC. DBA-TYPINGCLUB	$2,692.05	1120	SMEE - Typing program
246683	DIBERVILLE EQUIPMENT RENTAL	$187.07	1153	SMAC-band Uhaul rental
246684	JACKSON COUNTY SHERIFF'S	$1,740.00	1153	SMAC-security for games
246685	AMAZON CAPITAL SERVICES	$59.96	2711	VMS-Ink for cyber
246686	AMAZON CAPITAL SERVICES	$62.99	2711	VMS-Walley cyber
246687	VANCLEAVE OLD PLACE	$58.50	1120	2x6x8 boards
246688	ADVANCE AUTO PARTS VANCLEAVE	$396.57	2711	JCTC-Truck Starter & Battery
246689	AMAZON CAPITAL SERVICES	$119.88	1156	FabLab - Acrylic
246690	CURALINC LLC	$1,188.00	1120	2025-2026 Emp Assist Program
246691	ENCORE REHABILITATION, INC	$2,500.00	1120	DO-ATHLETIC TRAINERS
246692	BILOXI PAPER COMPANY	$2,781.36	1120	SMAC-SMMS janitorial supplies
246693	POPPS FERRY SALES SERVICE, LLC	$49.99	1120	SMAC-weedeater recoil
246694	AMAZON CAPITAL SERVICES	$509.97	1925	IT/Docking stations/SMHLibrary
246695	AMAZON CAPITAL SERVICES	$595.00	1120	ECAC oil pump
246696	BSN SPORTS	$4,654.38	1152	ECHS basketball game day wear
246697	BSN SPORTS	$1,617.79	1152	ECHS boys basketball supplies
246698	ENTERPRISE	$400.16	1152	ECHS boys golf van rental
246699	ROBERT A KEITH	$185.00	1152	ECHS red dirt baseball field
246700	ADVANCE AUTO PARTS HURLEY	$313.93	1120	ECAC brakes,filter, fluids
246701	GULFPORT SCHOOL DISTRICT	$240.00	1152	ECHS Girls soccer tournament
246702	HURLEY HARDWARE & BUILDING SUP	$37.50	1120	ECAC concrete
246703	NEW VISION/ NEELAM PEARL HOTEL	$372.00	1152	ECMS dance hotel state comp
246704	W T COX SUBSCRIPTIONS	$44.10	1120	SMHS - Bilingual Magazine
246705	AMAZON CAPITAL SERVICES	$223.50	1153	SMHS - Helium tank
246706	AMAZON CAPITAL SERVICES	$59.68	2711	VMS- walley
246707	REALITYWORKS	$2,653.44	2910	CTE-SMH-REALCARE BABY

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246708	BILOXI PAPER COMPANY	$37.70	1120	SMAC-janitorial supplies
246709	AMAZON CAPITAL SERVICES	$198.59	1152	ECHS student council supplies
246710	KEY CLUB INTERNATIONAL	$1,224.00	1152	ECHS Key club internationa due
246711	MERCHANTS FOODSERVICE	($11.28)	2110	CN-FROZEN/DRY Wk #14
246712	MERCHANTS FOODSERVICE	($14.10)	2110	CN-FROZEN/DRY Wk #13
246713	AIR MASTERS	$1,282.50	1120	SMHS Diagnostic Rm 510/204 400
246714	CANNON FORD OF PASCAGOULA	$175.00	1120	Tube (D.Jones truck)
246715	AMAZON CAPITAL SERVICES	$18.62	1152	ECHS Golf cart charging cables
246716	W. A. REYNOLDS WHOLESALE CO.	$166.50	1152	ECU-concessions
246717	W. A. REYNOLDS WHOLESALE CO.	$119.40	1152	ECUE-Pickles
246718	AMAZON CAPITAL SERVICES	$393.34	1120	ECLE-Crafts, Canvas Banners
246719	AMAZON CAPITAL SERVICES	$775.65	1152	ECLE- Printer Library
246720	PDQ PRINTING, INC CUST#137	$175.00	1120	SNE/Discipline forms
246721	PDQ PRINTING, INC CUST#137	$375.00	1153	SMAC-tickets
246722	MASSETT SUPPLY COMPANY, NAPA	$872.66	1120	VACT Supplies bulbs
246723	AMAZON CAPITAL SERVICES	$42.74	1120	BO-AP LABELS, STICKY NOTE PADS
246724	TAPPER SECURITY, INC	$32.99	1120	BO-MONTHLY ALARM SERVICE
246725	SUNBELT RENTALS, INC	$94.05	1925	IT/CarpetCleanerRental
246726	WHEELER'S JANITORIAL SUPPLIES	$40,780.81	1120	SMAC-JANITORIAL CONTRACT-FY26
246727	CHANCELLOR SUPPLY, INC	$4,999.98	1120	Locator Kit HVAC
246728	WARD INTERNATIONAL TRUCKS	$1,488.11	1120	VACT Parts Master cylin
246729	BAY PEST CONTROL INC	$1,450.00	1120	PEST CONTROL SERVICES-FY 26
246730	HURLEY FARM AND FEED	$596.25	1120	SMAC-maintenance supplies
246731	EQUITABLE LEARNING MATTERS LLC	$2,800.00	2211	SMU - ELM Science PD Days x 4
246732	OUTDOOR ALUMINUM, INC	$45,996.00	3027	SM-SOFTBALL BLEACHERS
246733	PERMA-BOUND	$2,964.76	1120	VLE Library Books
246734	BILOXI PAPER COMPANY	$215.00	1120	SMACT - Biloxi Paper - TP
246735	NICOLE RAMIREZ	$108.00	1120	SPED-Translator
246736	OM VISION REHAB SERVICES	$2,105.00	1901	SPED-Contract OM Services
246737	CARES CENTER, INC	$11,444.40	2906	SPED-student placement
246738	JACKSON COUNTY SHERIFF'S	$1,650.00	1154	Oct. Game Security
246739	C SPIRE # 3000915592	$563.85	1120	NOVEMBER 2025
246740	EPIC SPORTS	$151.45	1120	Girls Half Zip pullovers, shir
246741	BILOXI PAPER COMPANY	$44.55	1120	Bags for Shredder Dist. Office
246742	BOUND TO STAY BOUND BOOKS, INC	$27.23	1120	VUE Lib Books
246743	CRISIS PREVENTION INSTITUTE	$66.58	1120	ECLE-CPI workbooks
246744	BOUND TO STAY BOUND BOOKS, INC	$2,477.81	1120	ECLE- Library Books

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246745	KELLY SERVICES, INC.	$12,349.11	1120	FY26 Substitute Services
246746	SEWARD FARMS MAZE LLC	$1,728.00	1120	SMEE - Kinder Field Trip
246747	MASSETT SUPPLY COMPANY, NAPA	$144.82	1120	VACT Open po for parts
246748	AMAZON CAPITAL SERVICES	$49.39	1152	ECU-Thanksgiving Inflatable
246750	BEST BUY BUSINESS (FAX ONLY)	$5,305.28	1925	IT/Samsung Tablets
246751	AMAZON CAPITAL SERVICES	$174.16	1120	VHS - Office Supplies
246752	ACT EDUCATION AND WORKFORCE	$13.50	1154	VHS - WorkKeys Test
246753	WARING OIL COMPANY	$4,185.00	1120	EC-1500GAL DIESEL
246754	POSEY, GLENN	$220.00	1152	ECAC basketball assignor
246755	AMAZON CAPITAL SERVICES	$65.55	1152	ECMS basketball supplies
246756	BSN SPORTS	$1,856.69	1152	ECHS baseball helmets, bats
246757	SWETMAN SECURITY SERVICES INC.	$2,040.00	1152	ECAC home game extra security
246758	WADE TIRE & WHEEL	$1,936.00	1120	ECAC truck tires # 195V,701585
246759	WADE TIRE & WHEEL	$295.00	1120	ECAC truck tires #13437
246760	LAWSON PRODUCTS, INC.	$169.75	1120	ECAC maintenance supplies
246761	HURLEY HARDWARE & BUILDING SUP	$89.00	1120	ECAC rebar, concrete
246762	AMAZON CAPITAL SERVICES	$98.94	1152	ECHS wrestling supplies
246763	MS COAST SOCCER REFEREE	$210.00	1152	ECAC Soccer assignor fees
246764	MHSAA, INC.	$375.00	1152	ECHS 2026 MHSAA Conference
246765	LOWES COMPANIES, INC.	$234.72	1152	ECHS baseball field supplies
246766	BILOXI PAPER COMPANY	$80.00	1120	ECAC towel dispensers
246767	BILOXI PAPER COMPANY	$33.43	1120	ECAC MS custodial supplies
246768	HINTONS PAINT SPECIALTY	$57.00	1120	ECAC paint, supplies
246769	HURLEY HARDWARE & BUILDING SUP	$35.97	1120	ECAC irrigation pipe
246770	MHSAA, INC.	$70.00	1152	ECHS Cross Country State
246771	MEDCO SUPPLY COMPANY	$4.96	1120	ECHS trainer supplies
246772	WARING OIL COMPANY	$598.00	1120	ECAC DEF
246773	HURLEY FARM AND FEED	$425.00	1152	ECHS baseball fertilizer
246774	THE EMPTY VASE FLORIST & GIFTS	$437.25	1152	ECHS senior req flowers
246775	ADVANCE AUTO PARTS HURLEY	$385.82	1120	ECAC headlights, wire striper
246776	PORTABLE SERVICES, INC	$120.00	1152	ECAC port o potty rental
246777	CORNETT BOLT & SCREW, INC	$170.24	2711	JCTC-Bolts,Screws,Nuts,Washers
246778	HOME TOWN LUMBER & SUPPLY,INC.	$739.90	1120	SMAC-maintenance supplies
246780	BILOXI PAPER COMPANY	$307.95	1153	SMAC-janitorial supplies
246781	ENTERPRISE	$320.12	1153	SMAC-rental for boys golf
246782	SOUTHERN LIGHT, LLC	$3,573.20	1120	NOVEMBER 2025
246783	ROBERT J YOUNG CO. LLC	$25,257.43	1925	IT/Copier Contract

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246784	JOHN FAYARD MOVING &	$26.75	1120	BO-MONTHLY STORAGE FEE
246785	WARING OIL COMPANY	$750.00	1120	VACT DEF Oil
246786	WARD INTERNATIONAL TRUCKS	$1,730.79	1120	VACT Gaskets, sensors parts
246787	WARD INTERNATIONAL TRUCKS	$338.04	1120	VACT senor part
246788	WARD INTERNATIONAL TRUCKS	$892.33	1120	VACT sensor nitrogen parts
246789	C SPIRE WIRELESS #0001209996	$1,367.51	1120	OCTOBER 2025
246790	SERENDIPITEE LLC	$215.00	1154	VAC Ath. Monogrammed polos
246791	VANCLEAVE OLD PLACE	$118.44	1154	Concrete/boards VAC Athletics
246792	DETCO	$672.85	1120	VACT Supplies Bus
246793	EPIC SPORTS	$102.52	1120	Soccer Coaches apparell
246794	HURLEY FARM AND FEED	$164.53	1152	ECHS FFA Supplies
246795	GULFCOAST SILK SCREENING	$422.50	1153	SMHS - Tshirts
246796	AMAZON CAPITAL SERVICES	$20.89	1153	SMHS - Cash box
246797	CAROLINA BIOLOGICAL SUPPLY CO	$212.57	1120	SMHS - Frogs for dissection
246798	BILOXI PAPER COMPANY	$863.19	1120	VMS Nov. Supplies
246799	BILOXI PAPER COMPANY	$504.68	1120	Nov. supplies DO BPC deliver
246800	AMAZON CAPITAL SERVICES	$44.02	1152	ECU-pickleball
246801	TOTAL EQUIPMENT MAINTENANCE CO	$891.98	2110	CN-Equip.Maint. & Repairs-SMN
246802	TOTAL EQUIPMENT MAINTENANCE CO	$369.20	2110	CN -Equip.Maint. & Repairs-ECL
246803	TOTAL EQUIPMENT MAINTENANCE CO	$267.65	2110	CN-Equip.Maint. & Repairs-VMS
246804	CINTAS CORPORATION	$874.33	2110	CN-Food Production Supplies
246805	TOTAL EQUIPMENT MAINTENANCE CO	$250.20	2110	CN- Equip.Maint. & Repairs-SME
246806	TOTAL EQUIPMENT MAINTENANCE CO	$112.55	2110	CN-Equip.Maint. & Repairs-SMM
246807	TOTAL EQUIPMENT MAINTENANCE CO	$567.57	2110	CN-Equip.Maint. & Repairs-SMHS
246808	SUNRISE FRESH PRODUCE	$4,518.80	2110	CN - PRODUCE Wk #14
246809	SKILLS USA, INC	$56.00	1155	JCTC-Skills Membership Advisor
246810	AMAZON CAPITAL SERVICES	$522.07	1120	SMU - library supplies
246811	USM MARINE EDUCATION CENTER	$1,781.00	1120	SMU - 4th Field Trip - GROUP 1
		$2,160.00	1153	SMU - 4th Field Trip - GROUP 1
246812	USM MARINE EDUCATION CENTER	$1,865.00	1120	SMU - 4th Field Trip - GROUP 2
		$2,300.00	1153	SMU - 4th Field Trip - GROUP 2
246813	USM MARINE EDUCATION CENTER	$1,457.00	1120	SMU - 4th Field Trip - GROUP 3
		$1,588.00	1153	SMU - 4th Field Trip - GROUP 3
246814	CHILD NUTRITION/FOOD SERV-JCSD	$25.50	1153	SMU - cookie dough
246815	MILLCREEK SCHOOLS, LLC	$4,387.02	2906	SPED-student placement
246816	AMAZON CAPITAL SERVICES	$724.03	1120	VACT Automotive multimeter com
246817	AMAZON CAPITAL SERVICES	$35.93	2711	JCTC - Student Hygiene

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246818	HOSA - HEALTH OCCUPATION	$270.00	1155	JCTC - HOSA District Registrat
246819	PERMA-BOUND	$682.62	1120	SMEE- EEF Book order
246820	LOWES COMPANIES, INC.	$288.73	1120	SMAC-maintenance supplies
246821	LOWES COMPANIES, INC.	$989.24	1120	SMAC-SMEE fence supplies
246822	SHIRT SHACK SCREEN PRINTING	$1,455.00	1153	SMU - WINGS Tshirts
246823	FAB LAB	$50.00	2711	JCTC - Tumblers for Students
246824	AMAZON CAPITAL SERVICES	$131.75	1152	ECMS Hornet Nest
246825	PIONEER ATHLETICS	$629.10	1120	Field Paint
246826	BILOXI PAPER COMPANY	$1,180.61	1120	VHS supplies for Nov. BPC
246827	BILOXI PAPER COMPANY	$852.70	1120	VUE Nov. Supplies BPC
246828	AMAZON CAPITAL SERVICES	$565.26	1154	VMS-Student rewards/Sped
246829	AMAZON CAPITAL SERVICES	$84.66	1120	vms-office
246830	AMAZON CAPITAL SERVICES	$272.83	1152	ECU-Dremel DigiLab Filament
246831	BAILEY EDUCATION GROUP, LLC	$1,450.00	2213	ECMS Bailey Group
246833	EMPOWERED LEARNING	$3,430.00	1130	SPED-VI Services
246834	AMAZON CAPITAL SERVICES	$1,077.00	1120	SMAC-band speakers
246835	CINTAS CORPORATION	($81.84)	2110	CN-Food Production Supplies
246836	NEW DAIRY OPCO,LLC	$8,371.76	2110	CN-MILK - October 2025
246844	WASTE PRO USA	$17,787.23	1120	DO-WASTE MANAGEMENT SERVICE
246845	GULF SHORES HIGH SCHOOL	$350.00	1153	SMAC-girls basketball entry fe
246846	ROBERTSDALE HIGH SCHOOL	$400.00	1153	SMAC-wrestling entry fee
246847	ROBERTSDALE HIGH SCHOOL	$600.00	1153	SMAC-wrestling entry fee
246848	GREERS FOOD TIGER	$65.49	2110	CN-Managers Meeting 25-26 Food
246849	PORTIONPAC/SFSPAC FOODSAFETY	$3,694.47	2110	CN - SANITATION SERVICES
246850	ALS LEASING, LLC	$1,588.00	2110	CN-Equipment Lease Payments
246851	TOTAL EQUIPMENT MAINTENANCE CO	$545.11	2110	CN-Equip.Maint. & Repairs-VMS
246852	TOTAL EQUIPMENT MAINTENANCE CO	$1,627.65	2110	CN-Combi Fan- Motor Repair
246853	FLYNN GROUP LP DBA HUT	$2,202.75	2110	CN-Pizza Hut Oct. 29
246854	MERCHANTS FOODSERVICE	$6,216.86	2110	CN-Merchants_Paper Wk#145
246855	MERCHANTS FOODSERVICE	$49,938.14	2110	CN-FROZEN/DRY Wk #15
246856	AUDUBON ZOO	$1,323.00	1152	ECHS Audubon Aquarium/Insect
246857	AMAZON CAPITAL SERVICES	$539.64	1925	IT/Cable
246858	COCA-COLA BOTTLING COMPANY	$308.16	1154	VHS - Coke Products
246859	DIBERVILLE EQUIPMENT RENTAL	$101.17	1153	SMAC-band Uhaul rental
246860	SWETMAN SECURITY SERVICES INC.	$340.00	1153	SMAC-security
246861	SWETMAN SECURITY SERVICES INC.	$160.00	1153	SMAC-security for games
246862	TURF MASTERS LAWN CARE	$1,017.66	1153	SMAC-turf maintenance

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246863	NICOLE DEARMAN	$200.00	1120	Bus driver certification
246864	AMAZON CAPITAL SERVICES	$339.56	1120	VLE Construction Paper
246865	TROPHIES & MORE	$22.00	1152	ECMS Plaques
246866	NORTH MS EDUCATION CONSORTIUM	$1,300.00	1120	ECU-MS Literacy Conference
246867	NORTH MS EDUCATION CONSORTIUM	$650.00	1120	ECU-MS Literacy Conference
246868	KELLY SERVICES, INC.	$22,914.30	1120	FY26 Substitute Services
246869	AMAZON CAPITAL SERVICES	$139.03	1152	Hope Squad amazon order
246870	AMAZON CAPITAL SERVICES	$17.66	1120	VHS - Movies
246871	AMAZON CAPITAL SERVICES	$682.38	1120	ECMS Nurse Supplies
246872	WESCO GAS & WELDING SUPPLY	$1,122.45	2711	JCTC - Welding Gas
246873	ENTERPRISE	$480.30	1152	ECHS FFA van rental
246874	MISSISSIPPI INTERACTIVE	$28.00	1120	MVR records
246875	ACCESS VISION SERVICES, LLC	$1,173.70	1130	SPED-VI Services
246876	MJP ENTERPRISES, LLC	$4,601.95	2910	CTE-VC-AUTOMOTIVE TOOLS
246877	ADVANCE AUTO PARTS VANCLEAVE	$226.87	2711	JCTC - Battery,Filter,Oil,Wipe
246878	COMPLETE ROOFING, LLC	$4,999.00	1120	Lazer grading the softball
246879	MYERS & COMPANY	$1,000.00	1840	Appriasal Request
246880	MYERS & COMPANY	$1,000.00	1840	Appriasal Request
246881	BILOXI PAPER COMPANY	$748.54	1120	SMAC-SMEE janitorial
246882	LOWES COMPANIES, INC.	$645.12	1120	SMAC-maintenance supplies
246883	STAPLES	$1,399.60	1120	VLE Copy Paper Pallet
246884	BOUND TO STAY BOUND BOOKS, INC	$18.40	1120	ECLE- Library Books
246885	BADGEPASS, INC	$56.00	1925	IT/ECMS/door buzzer
246886	AMAZON CAPITAL SERVICES	$59.80	1120	ECLE- USB headphone adapters
246887	AMAZON CAPITAL SERVICES	$47.92	1120	ECLE Cardstock
246889	COCA-COLA BOTTLING COMPANY	$206.40	1152	ECU-bottled water
246890	WATERS INTERNATIONAL TRUCK INC	$2,105.34	1120	SMACT - Waters Alterna & Surge
246892	WARING OIL COMPANY	$2,200.00	1120	SMM-800GAL DIESEL
246893	WARING OIL COMPANY	$8,298.00	1120	SMM-2600GAL DIESEL/600GAL GAS
246894	MASSETT SUPPLY COMPANY, NAPA	$1,496.72	1120	SMACT - Emergency Parts 1500
246895	COMPLETE ROOFING, LLC	$4,999.00	2912	VCH-BASEBALL LASER GRADE
246896	MASSETT SUPPLY COMPANY, NAPA	$1,164.96	1120	SMACT - Massett Fuel Tank
246897	WATERS TRUCK & TRACTOR CO INC	$142,000.00	1120	DO-07 SCHOOL BUSSES
246898	BSN SPORTS	$2,703.75	1154	Womens Basketball Uniforms
246899	BILOXI PAPER COMPANY	$214.00	1154	20" Pad Holder
246900	BILOXI PAPER COMPANY	$66.65	1120	VMS Mop bucket/wringer
246901	WADE TIRE & WHEEL	$633.00	1120	Open Country Tires D Jones Tru

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246902	AMAZON CAPITAL SERVICES	$153.76	1152	Swarm Student snacks
246903	JOHNSTONE SUPPLY OF GULFPORT	$317.50	1120	ECHS Motor Cond 48FRM
246904	JOHNSTONE SUPPLY OF GULFPORT	$1,823.41	1120	ECHS 500 Hallway Compressor
246905	JOHNSTONE SUPPLY OF GULFPORT	$230.93	1120	Nitrogen, Oxygen, Acetylene
246906	JOHNSTONE SUPPLY OF GULFPORT	$1,488.40	1120	SMUE Rm 522 Service
246907	SKILLS USA, INC	$28.00	1155	JCTC - SkillsUSA Advisor Membe
246908	KINDRED CARE SPEECH LLC	$9,140.00	1130	SPED-Speech Therapy
246909	LETS TALK THERAPY SPEECH AND	$9,150.00	1130	SPED-Speech Therapy
246910	WARING OIL COMPANY	$3,906.00	1120	ULTRA LOW SULFUR HWY DIESEL
246911	POSEY, GLENN	$220.00	1153	SMAC-basketball assigning fee
246912	HURLEY HARDWARE & BUILDING SUP	$173.29	1120	ECAC maintenance supplies
246913	LOWES COMPANIES, INC.	$468.66	1120	ECAC maintenance supplies
246914	PRO-LOCK	$235.00	1120	ECAC lock set/vehicle key
246915	ST MARTIN ACTIVITY FUND	$150.00	1152	ECHS Wrestling Magnolia Invit.
246916	NEW VISION/ NEELAM PEARL HOTEL	$105.00	1152	ECHS AD hotel state cheer
246917	AFFOLTER, AMELIA	$19.25	2110	Cafeteria Refund 2025
246918	DYKES, BLAKE	$49.00	2110	Cafeteria Refund
246919	ENTERPRISE	$20.62	1152	ECHS FFA van rental
246920	MGCCC	$3,330.00	2711	JCTC-DC for CTE - Marketing
246921	MGCCC	$2,220.00	2711	JCTC-DC for CTE - IT
246922	MGCCC	$1,850.00	2711	JCTC-DC for CTE - I&C
246923	MGCCC	$2,405.00	2711	JCTC-DC for CTE - Culinary
246924	AMAZON CAPITAL SERVICES	$101.65	1120	SMU - student incentives
		$89.42	1153	SMU - student incentives
246925	AMAZON CAPITAL SERVICES	$248.34	1153	SMU - student incentives
246926	AMAZON CAPITAL SERVICES	$272.98	1925	IT/HDMI Adaptors
246927	TOTAL EQUIPMENT MAINTENANCE CO	$703.85	2110	CN -Equip.Maint. & Repairs-ECU
246928	TOTAL EQUIPMENT MAINTENANCE CO	$166.80	2110	CN -Equip.Maint. & Repairs-ECH
246929	CINTAS CORPORATION	$850.72	2110	CN-Food Production Supplies
246930	TOTAL EQUIPMENT MAINTENANCE CO	$329.35	2110	CN-Equip.Maint. & Repairs-SMHS
246931	MERCHANTS FOODSERVICE	$6,604.83	2110	CN-Merchants_Paper Wk#16
246932	SUNRISE FRESH PRODUCE	$2,327.97	2110	CN - PRODUCE Wk #15
246933	MERCHANTS FOODSERVICE	$59,668.99	2110	CN-FROZEN/DRY Wk #16
246934	FLYNN GROUP LP DBA HUT	$2,103.75	2110	CN-Pizza Hut Nov. 5
246935	BILOXI PAPER COMPANY	$157.47	2110	CN- Sanitation/Clean Solutions
246936	MERCHANTS FOODSERVICE	($128.63)	2110	CN-FROZEN/DRY Wk #15
246937	AMAZON CAPITAL SERVICES	$268.14	1152	ECMS Concession

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246938	HOTEL CAPSTONE	$326.80	1120	ECHS A Williams Hotel Summit
246939	PERMA-BOUND	$1,906.51	1120	SMHS - Perma #2
246940	GULFCOAST SILK SCREENING	$430.50	1153	SMHS - Hope Squad tshirts
246941	ULINE	$652.15	2910	CTE-SMH-JANITORIAL SUPPLIES
246942	AMAZON CAPITAL SERVICES	$139.24	1120	ECU-office supplies
246943	SINGING RIVER ELECTRIC	$76,050.51	1120	NOVEMBER 2025
246944	CENTERPOINT ENERGY	$4,130.71	1120	NOVEMBER 2025
		$56.25	2711	NOVEMBER 2025
246945	AMAZON CAPITAL SERVICES	$906.30	1120	ECHS Office/assitant supplies
246946	MAGNOLIA STATE SCHOOL COUNSELO	$125.00	1120	SS/MCA Membership Dues
246947	SYCAMORE THERAPY	$25,650.00	1130	SPED-Speech Therapy
246948	NEW TESTAMENT BAPTIST CHURCH	$1,180.00	1154	Chairs VHS Choir
246949	SKILLS USA, INC	$28.00	2711	JCTC - SkillsUSA Advisor Membe
246950	BSN SPORTS	$4,234.28	1120	SMAC Ath CC Uniforms
246951	JOHNSTONE SUPPLY OF GULFPORT	$1,723.52	1120	Van Tools
246952	PDQ PRINTING, INC CUST#137	$99.00	1120	SMAC Ath Add signs sched
246953	COASTAL CONCRETE FINISHING &	$3,975.00	1120	SMAC Ath Soccer Match Grant
246954	BILOXI PAPER COMPANY	$143.73	1120	SMAC-janitorial supplies
246955	ROBOTICS EDUCATION & COMP	$400.00	1152	ECHS Robotics Competition Dues
246956	ROBOTICS EDUCATION & COMP	$400.00	1152	ECHS (upper) Robotics Comp
246957	PDQ PRINTING, INC CUST#137	$333.00	1120	SMAC Ath WInter signs schedule
246958	CREATIONS & MORE LLC DBA	$90.00	1152	ECHS student reward
246959	GATEWAY EDUCATION HOLDINGS LLC	$1,432.20	1120	SMEE - Extra Envision Books
246960	BILOXI PAPER COMPANY	$8.86	1120	ECUE concessions resale
246961	BILOXI PAPER COMPANY	$1,049.36	1120	ECAC HS custodial supplies
246962	BILOXI PAPER COMPANY	$1,046.29	1120	ECAC Lower custodial supplies
246963	BILOXI PAPER COMPANY	$1,007.38	1120	ECUE Custodial supplies
246964	AMAZON CAPITAL SERVICES	$81.83	2211	SMEE Title - Paper and B Pens
246965	AMAZON CAPITAL SERVICES	$92.97	1152	ECHS track supplies
246966	AMAZON CAPITAL SERVICES	$184.65	1152	ECHS athletic table, frames
246967	AMAZON CAPITAL SERVICES	$159.96	1152	ECHS soccer goalie gloves
246968	BEST CHOICE BACKFLOW SERVICES	$665.00	1120	ECAC backflow test
246969	DIXIE GLASS & TRIM, INC	$555.00	1120	ECAC bus windshield repair
246970	BILOXI PAPER COMPANY	$425.25	1120	ECAC custodial supplies
246971	CHANCELLOR SUPPLY, INC	$611.00	1120	SMAC-lights
246972	HOMETOWN SHIRT EXPRESS	$146.59	1154	VHS Swim shirts
246973	SUN SOUTH, LLC	$57.16	1120	SMAC-tractor supplies

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
246974	CHANCELLOR SUPPLY, INC	$362.50	1120	SMAC-light bulbs
246975	PRO-LOCK	$222.00	1120	SMAC-Pad Locks
246976	NEW DAIRY OPCO,LLC	$8,427.19	2110	CN-MILK - November 2025
246977	TOTAL EQUIPMENT MAINTENANCE CO	$938.78	2110	CN-Equip.Maint. & Repairs-ECL
246978	SINGER MS, LLC	$3,880.00	2110	CN-Ice Maker SMU
246979	HERSHEY'S ICE CREAM	$1,921.92	2110	CN-ICE CREAM - November 10
246980	MERCHANTS FOODSERVICE	($15.42)	2110	CN-FROZEN/DRY Wk #16
246981	AMAZON CAPITAL SERVICES	$471.90	1120	ECLE-Ink, Paint & Cardstock
246982	AMAZON CAPITAL SERVICES	$290.57	2711	VHS - Ink for Printer
246983	AMAZON CAPITAL SERVICES	$315.27	1120	ECLE-Crafts & Cardstock
246984	TENNIS WAREHOUSE	$999.90	1154	Tennis balls VHS Tennis Team
246985	ADVANCE AUTO PARTS HURLEY	$96.34	1120	ECAC brakes,filter, fluids
246986	WARING OIL COMPANY	$2,812.50	1120	ECAC oil for buses
246987	JACKSON COUNTY SHERIFF'S	$1,350.00	1152	ECHS athletic game security
246988	MISSISSIPPI AQUARIUM	$2,550.00	1120	ECU-5th grade field trip
246989	SKILLS USA, INC	$120.00	1155	JCTC-SkillsUSA Membership
246990	CREATIONS & MORE LLC DBA	$310.00	1152	ECHS student reward
246991	JACK C.PICKETT,ATTORNEY AT LAW	$10,245.00	1120	FY 25-26 Legal Services
246992	MS DEPT OF EMPLOY. SECURITY	$2,273.88	2820	92-00216-0-00
246993	BOLEN, JESSICA	$21.25	2110	Cafeteria Refund 2025
246994	PERMA-BOUND	$891.81	1153	SMEE Activity -Library Books
246995	AMAZON CAPITAL SERVICES	$68.38	1120	ECLE-Ink, Magnetic Paper
246996	AMAZON CAPITAL SERVICES	$217.64	1120	ECLE-Ink, Magnetic Paper
246997	PERMA-BOUND	$372.15	1120	SMEE-Library books
246998	AMAZON CAPITAL SERVICES	$67.31	1120	ECAC rugs for water fountain
246999	MACHADO | PATANO, PLLC	$821.25	3027	DO-ECH ROOF RPAIR
247000	SINGING RIVER ELECTRIC	$36,407.63	1120	NOVEMBER 2025
		$526.22	1935	NOVEMBER 2025
		$4,130.68	2711	NOVEMBER 2025
247002	DEPT OF PUBLIC SAFETY FINGERPR	$608.00	7310	Background Checks FY25-26
247003	DAYS INN & SUITES BY WYNDHAM	$80.00	1925	IT/Days Inn & SuitesWyndham
247004	ADAMS & REESE L.L.P.	$169.50	1120	OCTOBER 2025
247005	EXPRESS SERVICES INC	$7,770.52	2110	CN - CAFETERIA SUB SERVICES
247006	VANCLEAVE OLD PLACE	$91.09	1120	Tee, male adapters, crimps
247007	MASSETT SUPPLY COMPANY, NAPA	$2,899.00	1120	SMACT - Trans parts
247008	WATERS INTERNATIONAL TRUCK INC	$3,018.21	1120	SMACT - Parts for SHELF/ ATF
247009	RAINBOW SPRING WATER, INC.	($45.09)	1120	SMACT - Rainbow Oct Water

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
247010	AMAZON CAPITAL SERVICES	$421.14	1120	SNE/WINGS supplies
247011	AMAZON CAPITAL SERVICES	$118.94	1120	SNE/Counselor supplies
247012	ROUSES MARKET #40	$177.55	2110	CN-Meeting Food & Refreshments
247013	BOLEN, JESSICA	$23.50	2110	Cafeteria Refund 2025
247014	ROBERT J YOUNG CO. LLC	$64.90	1935	FabLab - Copies with RJ Young
247015	BILOXI PAPER COMPANY	$1,002.28	1120	ECMS custodial supplies
247016	BILOXI PAPER COMPANY	$250.29	1120	ECLE Custodial Supplies
247017	BILOXI PAPER COMPANY	$44.78	1120	ECMS custodial supplies
247018	AMAZON CAPITAL SERVICES	$135.18	1120	SMEE- STEAM supplies
247019	FAMILY FROZEN FOODS	$397.74	2711	SMHS - Lab supplies
247020	AMAZON CAPITAL SERVICES	$99.69	1153	SMHS - Blades, handles
247021	BAROUSSE GRAPHICS & DESIGN LLC	$900.00	1120	VMS-Graphics
247022	AMAZON CAPITAL SERVICES	$359.12	1120	VMS-nurse/gen
247023	AMAZON CAPITAL SERVICES	$417.39	2711	VMS-Walley
247026	AMAZON CAPITAL SERVICES	$82.92	1130	SPED-Monitors/Docking Stations
		$1,483.71	2610	SPED-Monitors/Docking Stations
247027	BOUND TO STAY BOUND BOOKS, INC	$5,585.25	1120	SMU - Library Books
247028	BILOXI PAPER COMPANY	$37.70	1120	ECU-copy paper
247029	TAYLOR MUSIC, INC	$3,330.00	1120	SMAC-bass drum/band
247030	WARD INTERNATIONAL TRUCKS	$1,474.90	1120	SMACT - Ward Parts
247031	WATERS INTERNATIONAL TRUCK INC	$2,592.70	1120	SMACT - Waters - Break Parts
247032	PRO-LOCK	$72.00	1120	SMAC-keys
247033	MOSS POINT SCHOOL DIST.	$1,333.46	1844	16th SECTION SHARED REVENUE 24
247034	PASCAGOULA - GAUTIER SCHOOLS	$2,273.03	1840	16th SECTION SHARED REVENUE 24
		$0.42	1846	16th SECTION SHARED REVENUE 24
		$27.22	1847	16th SECTION SHARED REVENUE 24
		$340.32	1848	16th SECTION SHARED REVENUE 24
		$0.56	1850	16th SECTION SHARED REVENUE 24
247035	OCEAN SPRINGS SCHOOL DISTRICT	$4.54	1840	16th SECTION SHARED REVENUE 24
		$35,865.79	1848	16th SECTION SHARED REVENUE 24
		$0.43	1849	16th SECTION SHARED REVENUE 24
247036	NEED W-9 STONE COUNTY SCHOOL	$4.52	1841	16th SECTION SHARED REVENUE 24
247037	HARRISON COUNTY SCHOOL DIST	$23.36	1842	16th SECTION SHARED REVENUE 24
		$8.00	1845	16th SECTION SHARED REVENUE 24
		$15.50	1849	16th SECTION SHARED REVENUE 24
247038	AMAZON CAPITAL SERVICES	$38.94	1120	BO-STANDING MATT
247039	STEVE WEISS MUSIC	$2,377.95	1120	SMAC-band supplies

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.	Claimant Name	Claim Amount	Fund	Description
247040	BACKPACK BUDDIES OF EAST	$500.00	1152	ECHS HOSA Donation to Backpack

Total for Docket: **$2,060,133.52**

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS
ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.: 23000 - 12499999 AP Dates: 11/17/2025 - 11/17/2025

Claim Status: Open

Total Expenditures By Fund

Fund	Description	Claim Amount
1120	DISTRICT MAINTENANCE	$806,202.96
1130	SPECIAL EDUCATION	$52,563.37
1152	EAST CENTRAL ACTIVITY	$27,525.60
1153	ST MARTIN ACTIVITY	$46,635.07
1154	VANCLEAVE ACTIVITY	$47,960.07
1155	JCTC ACTIVITY	$784.18
1156	FABLAB ACTIVITY	$3,025.32
1840	16TH SECTION INTEREST	$4,335.57
1841	16TH SECTION INTEREST 16-4-9	$4.52
1842	16TH SECTION INTEREST 16-5-9	$23.36
1844	16TH SECTION INTEREST 16-6-6	$1,333.46
1845	16TH SECTION INTEREST 16-6-9	$8.00
1846	16TH SECTION INTEREST 16-7-6	$0.42
1847	16TH SECTION INTEREST 16-7-7	$27.22
1848	16TH SECTION INTEREST 16-7-8	$36,206.11
1849	16TH SECTION INTEREST 16-7-9	$15.93
1850	16TH SECTION INTEREST 16-8-7	$0.56
1901	MEDICAID SBAC FUND	$2,121.99
1925	TECHNOLOGY FUND	$40,645.32
1935	FAB LAB JACKSON COUNTY	$656.02
2110	SCHOOL FOOD SERVICE	$449,469.05
2211	TITLE I - A 84.010A	$5,497.79
2213	TITLE I-1003(a) SCHOOL IMPROVEMENT	$14,412.50
2290	TITLE I COST POOL	$22.17
2610	IDEA PART B 84.027A	$1,483.71
2711	CTE - BASIC FUND (LOCAL & STATE)	$27,294.51
2811	TITLE IV, PART A 84.424B	$14.33
2820	UNEMPLOYMENT COMP. REVOLVING	$2,273.88
2906	EDUCABLE CHILD	$16,422.95
2910	2023 HOUSE BILL 603 (CTE)	$53,546.25
2912	2024 SENATE BILL 2468 (VCH)	$5,854.00
3027	CONTRUCTION AND IMPROVEMENTS	$410,343.33

JACKSON COUNTY SCHOOL DISTRICT
Condensed By Claim
THE FOLLOWING CLAIMS AS LISTED ON THE DOCKET OF CLAIMS ARE PRESENTED FOR PAYMENT ON THIS DATE 11/14/2025

Claim No.: 23000 - 12499999 AP Dates: 11/17/2025 - 11/17/2025

Claim Status: Open

Total Expenditures By Fund

Fund	Description	Claim Amount
7310	PAYROLL CLEARING FUND	$3,424.00
	Total for Funds:	**$2,060,133.52**

Total Expenditures By Unit

Unit	Description	Claim Amount
00		$3,424.00
01	DISTRICT WIDE	$258,847.18
02	EAST CENTRAL UPPER ELEMENTARY	$40,996.56
04	EAST CENTRAL MIDDLE SCHOOL	$48,807.65
06	EAST CENTRAL HIGH SCHOOL	$453,672.89
10	ST. MARTIN NORTH ELEMENTARY	$42,682.40
11	ST. MARTIN HIGH SCHOOL	$292,540.34
13	ST. MARTIN UPPER ELEMENTARY	$73,264.14
14	ST. MARTIN EAST ELEMENTARY	$54,286.74
16	VANCLEAVE UPPER ELEMENTARY	$26,575.35
18	VANCLEAVE MIDDLE SCHOOL	$57,850.62
20	VANCLEAVE HIGH SCHOOL	$136,202.53
22	EAST CENTRAL LOWER ELEMENTARY	$42,315.64
24	ST.MARTIN MIDDLE SCHOOL	$76,031.87
26	VANCLEAVE LOWER ELEMENTARY	$62,377.14
30	VANCLEAVE ATTENDANCE CENTER	$49,341.97
50	EAST CENTRAL ATTENDANCE CENTER	$31,902.87
70	ST. MARTIN ATTENDANCE CENTER	$264,254.26
90	VOCATIONAL TECHNOLOGY CENTER	$41,734.05
92	FABLAB	$3,025.32
	Total for Units:	**$2,060,133.52**

APPROVED THIS THE _____ DAY OF _____ , _____

_____ PRESIDENT

_____ SECRETARY

_____ _____ _____

Jackson County School District Workers Compensation Claims

2025-2026

July	3
August	7
September	6
October	1
November	
December	
January	
February	
March	
April	
May	
June	

Certified Employee Recommendations (all recommendations are subject to verified background checks and drug tests)					
Employee	**School/Dept.**	**Position**	**Replacing/Change**	**Hire/Eff. Date**	**Fiscal Year**
Davis, Stephanie	ECMS	Teacher	Shelley Anderson	1/2/2026	2025-2026
Goff, Michelle	ECAC Athletics	Assistant Coach Fast Pitch MS	Ashley Rhodes	11/3/2025	2025-2026
Richmond, April	VUE	At Risk Tutor	N/A	10/28/2025	2025-2026
Stewart, Branda	ECMS	Tutor	N/A	10/27/2025	2025-2026
Certified Employee Resignations					
Employee	**School/Dept.**	**Position**	**Resignation/Retirement**	**Separation Date**	**Fiscal Year**
Anderson, Shelley	ECMS	Teacher	Resignation	9/19/2025	2025-2026
King, Justice	VMS	Teacher	Resignation	5/28/2026	2025-2026
Manning, Hester	SMEE/Fed. Programs	Teacher	Resignation	5/28/2026	2025-2026
Rodriguez, Amy	SMUE	Teacher	Retirement	5/28/2026	2025-2026
Simmons, Iris	SMNE	Teacher	Retirement	5/28/2026	2025-2026
Terry, Lindsey	DO-SPED	Positive Behavior Specialist	Resignation	12/16/2025	2025-2026
Wiggins, Deborah	SMUE	Teacher	Resignation	5/28/2026	2025-2026
Williams, Tiffanie	SMUE	Teacher	Retirement	5/28/2026	2025-2026
Certified Employee Transfers (informational purposes only)					
Employee	**School/Dept.** (From - To)	**Position** (From - To)	**Replacing**	**Effective Date**	**Fiscal Year**
Declare Certified Contract Null and Void in accordance with State Statute 37-9-23					
Employee	**School/Dept.**	**Position**	**Reason**	**Separation Date**	**Fiscal Year**
Non-Certified Employee Recommendations (all recommendations are subject to verified background checks and drug tests)					
Employee	**School/Dept.**	**Position**	**Replacing/Change**	**Hire/Eff. Date**	**Fiscal Year**
Ankum, Tikita	SMNE Cafeteria	Food Service Worker	Cassandra Taylor	11/3/2025	2025-2026
Baronich, Scarlett	SMNE	Office Assistant	Lori Bennett	10/29/2025	2025-2026
Broussard, Madalynn	JCTC	Student Worker	N/A	11/18/2025	2025-2026
Bryant, Stephen	VAC Athletics	Co-Assistant Coach Wrestling	Vacant	10/13/2025	2025-2026
Graves, Odessa	ECAC Athletics	Extra Curricular Gate Worker	N/A	11/3/2025	2025-2026
Green, Armand	SMAC Athletics	Assistant Coach Wrestling	Vacant	10/15/2025	2025-2026
Guidry, Jessica	ECLE	Teacher Assistant	Kelsey Hamilton	11/10/2025	2025-2026
Guthrie, Jerri	ECAC Athletics	Exrta Curricular Gate Worker	N/A	10/27/2025	2025-2026
Guthrie, Jerri	EC Transportation	Bus Driver	Ashley Rhodes	11/6/2025	2025-2026
Jones, Caitlin	SM Transportation	Bus Aide	Crystal Burdette (3hrs) & Nikki Hayes (3hrs)	11/3/2025	2025-2026
Kimberl, Christina	VLE Cafeteria	Food Service Worker	Geneva Parker	11/3/2025	2025-2026

Kirkwood, Alicia	ECAC Athletics	Extra Curricular Gate Worker	N/A	10/27/2025	2025-2026
McKnight, Heather	SM Transportation	Bus Aide	Melissa Hebert (1.25 Reduction in hours)	11/3/2025	2025-2026
Moore, Brandi	SMMS - Support	Custodian	Paula Hudson	11/10/2025	2025-2026
Moseley, Zachary	ECAC Athletics	Assistant Coach Wrestling	New Position	10/27/2025	2025-2026
Nicely, Mary	SM Transportation	Bus Aide	Nikki Hayes (1.5 Reduction in hours) & Lisa Hodge (1 Reduction in hours)	11/3/2025	2025-2026
Pavlus, Rita	SMAC Athletics	Extra Curricular Gate Worker	N/A	11/18/2025	2025-2026
Redden, Alexis	SMNE	Kindergarten Teacher Assistant	New Position	10/20/2025	2025-2026
Taylor, Cassandra	SMEE Cafeteria	Food Service Worker	Kristin Anderson	11/3/2025	2025-2026
Thibodeaux, Shirleen	SM Transportation	Bus Aide	Cynthia McAllister (1.25 Reduction in hours) & Sheryl Waldrop (1.25 Reduction in hours)	11/3/2025	2025-2026
Wallace-Lansdale, Alexis	JCTC	Student Worker	N/A	11/18/2025	2025-2026
Warren, Andrew	VAC Athletics	Co-Assistant Coach Wrestling	Vacant	10/13/2025	2025-2026
Williams, Kenny	SMEE	Teacher Assistant	Kristin George	10/20/2025	2025-2026
Wright, Belinda	VAC Transportation	Bus Aide	Recommended with 0 years of experience, 1 year has been verified	7/25/2025	2025-2026

Non-Certified Employee Resignations

Employee	School/Dept.	Position	Resignation/Retirement	Separation Date	Fiscal Year
Bennett, Lori	SMNE	Office Assistant	Resignation	10/24/2025	2025-2026
Busha, Amanda	ECHS	Teacher Assistant	Resignation	10/24/2025	2025-2026
Hamilton, Kelsey	ECLE	Teacher Assistant	Resignation	10/28/2025	2025-2026
Jacquet, Jonathan	VAC Transportation	Bus Driver	Resignation	11/19/2025	2025-2026
Johnson, Donald	EC Transportation	Bus Driver	Resignation	10/24/2025	2025-2026
Long, Kayla	VHS Cafeteria	Food Service Worker	Resignation	10/24/2025	2025-2026
Noble, Donna	VMS Cafeteria	Food Service Worker	Resignation	10/24/2025	2025-2026
Redden, Alexis	SMNE	Kindergarten Teacher Assistant	Resignation	10/24/2025	2025-2026
Van Fossen, Brandi	SMNE	Teacher Assistant	Resignation	11/7/2025	2025-2026
Wilson Sagers, Alison	VUE	Title Teacher Assistant	Resignation - Loss of Position	11/7/2025	2025-2026
Wise, Donna	VAC Transportaiton	Bus Aide	Resignation	10/24/2025	2025-2026

Non-Certified Employee Transfers (informational purposes only)					
Employee	**School/Dept.** (From - To)	**Position** (From - To)	**Replacing**	**Effective Date**	**Fiscal Year**
Bennett, Danielle	Business Office to JCTC	District Bookkeeper to Office Assistant	Kristi Maples	11/10/2025	2025-2026
Forehand, Brandi	VHS Cafeteria to VHS Cafeteria	PT Food Service Worker to FT Food Service Worker	Kayla Long	11/03/2025	2025-2026
Harvey, Natalie	SMNE to SMNE	1st Gr Teacher Assistant to Kindergarten Teacher Assistant	Brandi Van Fossen	10/28/2025	2025-2026
Phelps, Victoria	ECMS Cafeteria to ECMS Cafeteria	Full-Time Food Svc Worker to Part-Time Food Svc Worker	Joy Nelson	11/10/2025	2025-2026
Pitalo, Tracy	SMMS Cafeteria to SMNE Cafeteria	Full-Time Food Svc Worker to Full Time Food Svc Worker	Hannah Clark	11/03/2025	2025-2026
Priddy, Amanda	VLE TO SMNE	Title Teacher Assistant to Kindergarten Teacher Assistant	Alexis Redden	11/10/2025	2025-2026
Quaregna, Jason	SMUE to SMUE	Teacher Assistant - Change in funding from Title I to District	N/A	11/10/2025	2025-2026
Rogers, Mary	SMUE to SMUE	Teacher Assistant - Change in funding from Title I to District	N/A	11/10/2025	2025-2026
Ross, Shelby	SMUE to SMUE	Teacher Assistant - Change in funding from Title I to District	N/A	11/10/2025	2025-2026
Thompson, Connie	SMNE to SMNE	1st Gr Teacher Assistant to 2nd Gr Teacher Assistant	Summer Weeks	07/25/2025	2025-2026
Van Fossen, Brandi	SMNE to SMNE	Kindergarten Teacher Assistant to 1st Gr Teacher Assistant	Natalie Harvey	10/28/2025	2025-2026
Vaughan, Susan	SMUE to SMUE	Teacher Assistant - Change in funding from Title I to District	N/A	11/10/2025	2025-2026
Weeks, Summer	SMNE to SMNE	2nd Gr Teacher Assistant to 1st Gr Teacher Assistant	Connie Thompson	07/25/2025	2025-2026
Wright, Belinda	VAC Transportaiton to VAC Transportation	Bus Aide to Bus Driver	S. Maples 2.5 hrs, D. Munson 1.25, M. Geissinger 1.75, S. Campbell 1 hr	10/13/2025	2025-2026
Administrator Recommendations (all recommendations are subject to verified background checks and drug tests)					
Employee	**School/Dept.**	**Position**	**Replacing**	**Hire Date**	**Fiscal Year**
Administrator Resignations					
Employee	**School/Dept.**	**Position**	**Resignation/Retirement**	**Separation Date**	**Fiscal Year**
Administrator Transfers (informational purposes only)					

Employee	**School/Dept.** (From - To)	**Position** (From - To)	**Effective Date**	**Replacing**	**Fiscal Year**
Personnel Corrections					
Employee	**School**	**Board Date**	**Correction/Change**		
Substitutes (added to sub list since previous board meeting)					
Employee					
Frederic, Stephen					
Guthrie, Jerri					

Policy ABCE: Oath of Office

Status: DRAFT

Original Adopted Date: 03/13/2019 **| Last Reviewed Date:** 03/13/2019

OATH OF OFFICE

Section 268 of the Mississippi Constitution states that all officers elected or appointed to any office in this state, except judges and members of the legislature, shall, before entering upon the discharge of the duties thereof, take and subscribe the following oath:

"I _____, do solemnly swear (or affirm) that I will faithfully support the Constitution of the United States and the Constitution of the State of Mississippi, and obey the laws thereof; that I am not disqualified from holding the office of _____; that I will faithfully discharge the duties of the office upon which I am about to enter. So help me God."

FILING OF OATH OF OFFICE

The oath of office of all state officers, and of all officers elected or appointed for any district composed of more than one county, shall be filed in the office of the secretary of state; but the oath of office of the circuit judges, chancellors, and district attorneys may be filed in the office of the clerk of the court where such officer shall first attend to discharge the duties of his office. The oath of office of all officers whose duties are confined within the limits of the county in which they are elected shall be filed in the office of the clerk of the chancery court of the county. ' 25-1-11

BEFORE WHOM OATHS MAY BE TAKEN

A judge of any court of record, clerk of such court, court reporter of such court, master, member of the board of supervisors, justice court judge, notary public, mayor, or police justice of a city, town or village, clerk of a municipality, and any officer of any other state, or of the United States, authorized by the law thereof to administer oaths, the judge of any court of record, or the mayor or chief magistrate of any city, borough or corporation of a foreign country; may administer oaths and take and certify affidavits whenever the same may be necessary or proper in a proceeding in any court or under any law of this state, or for the purpose of taking depositions of any party of interest, or witnesses of any suit pending before any such court, or for the perpetuation of testimony, as provided in Section 13-1-57, MS Code of 1972. ' 11-1-1

Policy ADA: School Census

Status: DRAFT

Original Adopted Date: 03/13/2019 **| Last Reviewed Date:** 03/13/2019

SCHOOL CENSUS

A continuing census shall be kept of all children below the age of nineteen within this school district. Such records shall be kept as a part of the permanent office records of the superintendent of the district. ' 37-15-7 (1954)

Policy AE: School Year (Academic Year)

Status: DRAFT

Original Adopted Date: 05/22/2000 **| Last Revised Date:** 03/13/2023 **| Last Reviewed Date:** 03/22/2023

School Year (Academic Year)

Except as otherwise provided, all public schools in the state shall be kept in session for at least one hundred eighty (180) days in each scholastic year. ' 37-13-63

DISASTER EMERGENCY

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

If the State Board of Education finds the disaster or extreme weather emergency to be the cause of the school not operating for the contemplated school term and that such school was in a school district covered by the Governor's or President's disaster or state of emergency declaration, it may permit that school board to operate the schools in its district for less than one hundred eighty (180) days; however, in no instance of a declared disaster or state of emergency under the provisions of this subsection shall a school board receive payment from the State Department of Education for per pupil expenditure for pupils in average daily attendance in excess of ten (10) days. ' 37-13-63

MINIMUM SCHOOL TERM

"Minimum school term" shall mean a term of at least one hundred eighty (180) days of school in which both teachers and pupils are in regular attendance for scheduled classroom instruction for not less than sixty percent (60%) of the normal school day. It is the intent of the Legislature that any tax levies generated to produce additional local funds required by any school district to operate school terms in excess of one hundred seventy-five (175) days shall not be construed to constitute a new program for the purposes of exemption from the limitation on tax revenues as allowed under Sections 27-39-321 and 37-57-107 for new programs mandated by the Legislature. ' 37-151-5 (j)

The Mississippi Public School Accountability Process Standard for this policy is standard 13.

The academic year provides a minimum of 180 teaching days which meet the following criteria: (MS Code 37-13-63 and State Board Policy)

1. The teaching day must provide at least 330 minutes of instruction per day.

2. Two of the 180 days may be 60% days provided that there are 198 minutes of actual instruction or testing and the remainder of each day is used for professional development or other activities related to instruction.

3. The local school board shall have the power and authority to fix the date for the opening and closing of the school term, subject to the minimum number of days which schools must be in session during a scholastic year, as prescribed under Section 37-13-63. However, local school boards are authorized to keep school in session in excess of the minimum number of days prescribed in Section 37-13-63.

Policy AEA: School Calendar

Status: DRAFT

Original Adopted Date: 12/17/2001 **| Last Revised Date:** 11/18/2024 **| Last Reviewed Date:** 11/18/2024

School Calendar

The Board of Education of the Jackson County School District shall establish a yearly school calendar in compliance with state law, rules and regulations, upon the recommendation of the Superintendent of Education. The school calendar will include a schedule of dates for the opening and closing of schools.

The school calendar shall be developed with input from faculty and staff at the Attendance center level. This input will be taken into consideration as the district administrative committee develops the annual calendar. The calendar shall be presented to the Board for consideration/approval in the spring of each year.

Every school shall have a uniform term of not less than the total number of days (180) established by the State Board of Education as a minimum number of days for instructing pupils. Teachers and pupils must be in regular attendance for scheduled classroom instruction for not less than sixty three percent (63%) of the normal school day for these one hundred eighty (180) days.

The school calendar of the Jackson County School District is divided into two semesters. Each semester is divided into two nine-week terms. Students will receive progress reports after four and one-half weeks and a report card at the end of each nine-week term.

Policy AEAB: Holidays

Status: DRAFT

Original Adopted Date: 01/01/1999 **| Last Revised Date:** 11/18/2024 **| Last Reviewed Date:** 11/18/2024

HOLIDAYS

All public schools of this state may observe such legal holidays as may be designated by the local school board, and no sessions of school shall be held on holidays so designated and observed. However, all schools shall operate for the full minimum term required by the law exclusive of the holidays authorized by this section. The holidays thus observed shall not be deducted from the reports of the superintendents, principals and teachers, and such superintendents, principals and teachers shall be allowed pay for full time as though they had taught on those holidays. However, such holidays shall not be counted or included in any way in determining the average daily attendance of the school. ' 37-13-69 (2006)

Policy AEBA: Extended School Year / Summer School

Status: DRAFT

Original Adopted Date: 12/17/2001 **| Last Revised Date:** 11/18/2024 **| Last Reviewed Date:** 11/18/2024

Extended School Year/Summer School Programs

This school board shall maintain and operate all of the schools under their control for such length of time during the year as may be required. ’37-7-301(m) (1994).

The Mississippi Public School Accountability Standard for this policy is standard 13.

Policy AF: School Day

Status: DRAFT

Original Adopted Date: 05/22/2000 **| Last Revised Date:** 11/16/2015 **| Last Reviewed Date:** 11/16/2015

~~School Day~~

~~It shall be the policy of this district to provide sufficient instructional time for students to attain mastery of specific learner objectives at all instructional levels. Said time shall be allocated and protected to provide student engagement rates (time-on-task) which are sufficient to provide mastery. In order to insure that adequate instructional time is provided, the board directs the superintendent and his staff to incorporate the following directives into all instructional plans for the district.~~

1. ~~The school year shall consist of a minimum of 180 teaching days, (330 minutes of instruction per day). Two of the days may be 60% days provided that there are 198 minutes of actual instruction or testing, and the remainder of each day is used for staff development or other related activities.~~
2. ~~The district superintendent may close any school because of an emergency prevailing in the school district. All such schools so closed shall operate for the required full time after being reopened during the scholastic year. (MS Code 37-13-65)~~
3. ~~The scheduled academic instructional time shall be protected from undue interruption and delays.~~
4. ~~Days on which extra-curricular activities prevent the completion of 330 minutes of academic instruction shall not be counted as one of the minimum 180 teaching days.~~
5. ~~Each child in kindergarten is to be engaged in learning center activities for a minimum of 100 minutes per day.~~

~~Twenty (20) days of actual teaching in which both teachers and pupils are in regular attendance for scheduled school work shall constitute a scholastic month. The number of hours of actual teaching which shall constitute a school day shall be determined and fixed by the School Board of the Jackson County School District at not less than five (5) hours nor more than eight (8) hours.~~

1. ~~**School Day** – That portion of the calendar day, which includes the teaching day, intermissions, and any additional hours (time) included in the employee contract. School day defines the normal working day for employees.~~
2. ~~**Teaching Day** – A day in which a minimum of 330 minutes of instruction and/or evaluation and/or district approved group testing is provided.~~
3. ~~**ACADEMIC PERIOD** – A portion of the school day set aside for a designed teaching activity. At the secondary level, academic periods must consist of at least 50 minutes for seven academic periods, or for school on a 4 x 4 schedule, the academic period must be of such length to insure that a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public School courses, and innovative programs authorized by the State Board of Education.~~

It shall be the policy of this school district to provide sufficient instructional time to give students the opportunity to master specific learning objectives at all instructional levels.

1. ~~The number of hours of actual teaching which shall constitute a school day shall be determined and fixed by the school board of this school district at not less than five and one-half (5 -1/2) hours. 37-13-67~~
2. School Day: That portion of the calendar day that includes the teaching day, intermissions, and any additional time included in the employee contract. School day defines the normal working day for employees. Glossary, Mississippi Public School Accountability Standards.
3. Teaching Day: A day in which a minimum of 330 minutes of instruction and/or evaluation and/or district approved group testing is provided. Glossary, Mississippi Public School Accountability Standards

The Mississippi Public School Accountability Standard for this policy is standard 13.

Policy AFA: Flag Display

Status: DRAFT

Original Adopted Date: 03/13/2019 **| Last Reviewed Date:** 03/13/2019

FLAG DISPLAY

This school board believes that respect for the flag is an integral part of good citizenship. The school board shall provide for flags and flag staffs. The superintendent shall ensure that students receive proper instruction in flag etiquette and in patriotic exercises.

UNITED STATES FLAG AND STATE FLAG

The flag of the State of Mississippi and the flag of the United States shall be displayed in close proximity to the school building at all times during the hours of daylight when the school is in session when the weather will permit without damage to the flag.

It shall be the duty of the board of trustees of the school district to provide for the flags and their display. Whenever the flag of the United States is to be flown at half-staff by order or instructions of the President or pursuant to federal law, all public schools shall lower the United States flag in accordance with the executive order or instructions or federal law. The school shall announce the reason that the flag is being flown at half-staff to all students in assembly or by teachers in the various classrooms or by prominently displaying written notice throughout the school stating the reason that the flag has been lowered.

In all public schools there shall be given a course of study concerning the flag of the United States and the flag of the State of Mississippi. The course of study shall include the history of each flag and what they represent and the proper respect therefor. There also shall be taught in the public schools the duties and obligations of citizenship, patriotism, Americanism and respect for and obedience to law. ' 37-13-5 (2002)

FLAG ETIQUETTE

The flag of the United States shall be displayed in close proximity to the school building, on a proper staff, at all times during the hours of daylight when the school is in session when the weather will permit without damage to the flag. In addition, the flag of the United States shall be displayed in each classroom and in each principal room of the school building at all times while school is in session. It shall be the duty of the school boards of each school district to provide for the flags, proper flag staffs and their proper display. Each school district shall provide student instruction in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises. The instruction shall be a part of the district's fifth grade social studies curriculum or history curriculum, with the assistance of the State Department of Education.

OATH OF ALLEGIANCE

From and after July 1, 2002, the school boards of all public schools of this state shall require the teachers under their control to have all pupils repeat the oath of allegiance to the flag of the United States of America at the beginning of the first hour of class each day school is in session, such oath of allegiance being as follows: "I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

Any student or teacher who objects to reciting the oath of allegiance shall be excused from participating without penalty. ' 37-13-6 (2002)

Policy AFC: Authority for Emergency Closings

Status: DRAFT

Original Adopted Date: 06/15/2015 **| Last Revised Date:** 08/26/2021 **| Last Reviewed Date:** 09/22/2021

Authority for Emergency Closings

The Jackson County Board of Education recognizes and accepts its duty and authority to maintain and operate all the schools under its control for such length of time during the year as may be required. 37-7-301 (m)

Upon application from the school board, the superintendent of schools may close any school because of an epidemic prevailing in the school district or because of the death, resignation, sickness or dismissal of a teacher or teachers or because of any other emergency necessitating the closing of the school. The superintendent is hereby authorized to declare an emergency and to close schools and district offices or dismiss them early in event of natural disaster, inclement weather or other emergencies which threaten the safety, health, or welfare, of students or staff members.

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

Disaster Emergency

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

If the State Board of Education finds the disaster or extreme weather emergency to be the cause of the school not operating for the contemplated school term and that such school was in a school district covered by the Governor's or President's disaster or state of emergency declaration, it may permit that school board to operate the schools in its district for less than one hundred eighty (180) days; however, in no instance of a declared disaster or state of emergency under the provisions of this subsection shall a school board receive payment from the State Department of Education for per pupil expenditure for pupils in average daily attendance in excess of ten (10) days.

The district shall provide sufficient notice (before the close of the prior school day) to staff and students for any weather-related or other unforeseen virtual days. When instances occur that make virtual learning impractical, the district shall either make up any missed days or use the days as weather days as allowed under Mississippi law.

Leave Due to Declared Emergency Closures

The school board may, in its discretion, provide additional administrative leave with pay for all employees (professional, certified, and classified) in the event of declared emergency closures.

Policy IC: Curriculum Development

Status: DRAFT

Original Adopted Date: 10/27/2003 **| Last Revised Date:** 11/13/2023 **| Last Reviewed Date:** 11/13/2023

Curriculum Development

The School Board of Jackson County School District directs the Superintendent to provide a curriculum of instruction that meets the academic needs of all children in the school district. The curriculum shall meet all requirements of the Mississippi College and Career Readiness Standards and/or the current Mississippi Curriculum Framework as required by the Mississippi Department of Education.

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

The superintendent will ensure that any programs for limited-English proficient students have a primary goal of mainstreaming those students into the regular classrooms, and that those programs emphasize English language instruction.

The Mississippi Public School Accountability Process Standards for this policy are standards 17, 20, 22, 26, and 27.

Policy ICA: Curriculum Development Resources / Equipment and Supplies Selection and Adoption

Status: DRAFT

Original Adopted Date: 10/27/2003 **| Last Revised Date:** 12/11/2023 **| Last Reviewed Date:** 12/11/2023

Curriculum Development Resources / Equipment ~~ICA (September 2015)~~

The Jackson County School Board shall adopt the curriculum utilized by the school district. The Superintendent of Education, subject to review by the School Board, is responsible for developing procedures for the selection of all curriculum resources, textbooks, other instructional media, and the establishment of procedures concerning the teaching in the classroom. Instructional media include all books (hardcover and paperback), newspaper, periodicals, computer software and applications, other technology resources, other printed material and audio-visual resources used by the schools.

Selection of all instructional media must involve the professional staff, and the principal shall be responsible for the administration and supervision of the curriculum within his/her school, including the coordination and selection of textbooks, other instructional media, and making recommendations for purchase to the administration. The responsibility for evaluating and selecting media for classroom use is primarily the responsibility of the principal, with input from the teachers and other staff. It is important in making selections that the professional staff becomes as aware as possible of reputable, unbiased professionally prepared aids and resources.

Selection of Instructional Media

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

1. Selections are made for, and in accordance with, the different maturity levels of the students, with the input of teachers, principals, and support staff being solicited and utilized when selecting or purchasing print, non-print, software, technology items and equipment.
2. Materials are selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the student.
3. In the selection of materials, reviewing tools such as standard catalogs are used. When possible, materials are previewed before purchase or ordered with return privilege guaranteed.
4. The following specific criteria are considered: (a) the overall purpose of the materials and how well it is accomplished; (b) reputation and significance of the author; (c) timelines or permanence of the materials; (d) importance of subject to the collection; (e) accuracy of material; (f) reputation and standards of publisher or producer; (g) readability and reader appeal; (h) quality of text, graphics and sound; (i) appearance of the title in selection aids; and (j) price.

The following objectives shall guide the media staff in selection of instructional materials for the district:

1. To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, interests, abilities, socio-economic backgrounds and maturity levels of the students served.
2. To provide materials that will stimulate growth in knowledge and develop literacy, cultural, and aesthetic appreciation and ethical standards.
3. To provide materials that will stimulate growth in knowledge and develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity informing judgments.
4. To provide materials which accurately reflect American heritage as well as a knowledge and appreciation of world history and culture.
5. To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

The Superintendent or designee shall develop procedures to support this policy.

The Mississippi Public School Accountability Process Standards for this policy are standards 5, 18 and 19.

Exhibits:

Regulations:

References:

37-61-33 – Education Enhancement Fund; appropriations from fund; certain funds from working cash-stabilization reserve fund transferred to education enhancement fund; school district procurement cards.

37-9-18 – State Board of Education to promulgate rules and regulations regarding financial reports to be submitted by superintendent to local school boards; audits of financial records; contracts; review of audit report.

MPSAS – Public School Accountability Standards

Policy ABCC: Board Member Term of Office

Status: DRAFT

Original Adopted Date: 03/13/2019 **| Last Reviewed Date:** 03/13/2019

BOARD MEMBER TERM OF OFFICE

COUNTY

All members of the board shall be elected for a term of six years at the regular general election held on the first Tuesday after the first Monday in November next preceding the expiration of the term of office of the respective member or members of such board. All members of the county board of education as herein constituted, shall take office on the first Monday of January following the date of their election. ' 37-5-7 (1988)

Policy ABCD: Method of Election

Status: DRAFT

Original Adopted Date: 03/13/2019 **| Last Reviewed Date:** 03/13/2019

METHOD OF ELECTION

All elections of trustees who are elected under the provisions of subsection (1) of section 37-7-203 shall be held and conducted in the manner and at the time provided for in sections 37-7-211 to 37-7-219. '37-7-209

For District see '37-5-7, '37-5-9, and '37-5-18.

Policy ABCDA: Board Member Unexpired Term Fulfillment **Status:** DRAFT

Original Adopted Date: 03/13/2019 **| Last Reviewed Date:** 03/13/2019

BOARD MEMBER UNEXPIRED TERM FULFILLMENT

COUNTY

Vacancies in the membership of the county board of education shall be filled by appointment, within 60 days after the vacancy occurs, by the remaining members of the county board of education. Said appointee shall be selected from the qualified electors of the district in which the vacancy occurs, and shall serve until the first Monday of January next succeeding the next general election, at which general election a member shall be elected to fill the remainder of the unexpired term in the same manner and with the same qualifications applicable to the election of a member for the full term. In the event the school district is under conservatorship and no members of the county board of education remain in office, the Governor shall call a special election to fill the vacancies and said election will be conducted by the county election commission.

In the event the vacancy occurs more than five months prior to the next general election and the remaining members of the county board of education are unable to agree upon an individual to be appointed, any two of the remaining members may certify such disagreement to the county election commission. Upon the receipt of such a certificate by the county election commission, or any member thereof, the commission shall hold a special election to fill the vacancy, which said election, notice thereof and ballot shall be controlled by the laws concerning special elections to fill vacancies in county or county district offices. The person elected at such a special election shall serve for the remainder of the unexpired term.

Policy IFG: Early Graduation

Status: DRAFT

Original Adopted Date: Pending

Early graduation involves the completion of all high school academic requirements in less than a traditional four-year program. Any high school student who will complete the number of Carnegie units and other existing standards required by both the state and the district prior to completing eight (8) semesters of high school work may petition to graduate early.

The Board authorizes the Superintendent to establish administrative procedures consistent with this policy.

A student's plan may be terminated at any time due to academic, behavioral or attendance issues.

Policy ICHI: Literacy Based Promotion

Status: DRAFT

Original Adopted Date: Pending

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

This district shall comply with all requirements of the Act, including, but not limited to:

3rd Grade Reading Summative Assessment –Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade.

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

Public School Requirements

If a K - 3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the following in writing:

- Determination of a substantial deficit in reading;
- Description of student services and supports presently provided;
- Description of proposed supplemental instruction and support to remediate the student's deficit areas;
- Strategies for parents to use to help students at home; and,
- Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade
- Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

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:

1. The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
2. The goals and benchmarks for growth;
3. How progress will be monitored and evaluated;
4. The type of additional instruction services and interventions the student will receive;
5. 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;
6. The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
7. 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:

1. Limited English Proficient students who have had less than two (2) years of instruction in English Language Learner program;
2. 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;
3. 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;
4. Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and
5. 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.

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.

Student Handbook
Provisions required by the Literacy Promotion Act shall be included in the district's published handbook of policy for employees and students.

The superintendent or designee shall establish procedures to support this policy.

Policy EDDAA: Transporting Students to Events in Vehicles Other than Buses

Status: DRAFT

Original Adopted Date: Pending

While students are being transported for trips to and from school sites or agricultural education sites or for trips to and from agricultural education-related events or competitions, school buses are to be used whenever practical.

This school board may regularly permit the use of motor vehicles other than school buses when the transportation is for trips to and from school sites or agricultural education sites or for trips to and from agricultural education-related events or competitions, but is not for customary transportation between a student's residence and such sites.

When the transportation of students is provided, in a vehicle other than a school bus that is owned, operated, rented, contracted, or leased by this school district, the following provisions shall apply:

1. The vehicle must be a passenger car or multipurpose passenger vehicle or truck, as defined in 49 C.F.R. Part 571, designed to transport fewer than ten (10) students. Students must be transported in designated seating positions and must use the occupant crash protection system provided by the manufacturer unless the student's physical condition prohibits such use.

2. An authorized vehicle may not be driven by a student on a public right-of-way. An authorized vehicle may be driven by a student on school or private property as part of the student's educational curriculum if no other student is in the vehicle.

3. The driver of an authorized vehicle transporting students must maintain a valid driver's license and must comply with the requirements of the school district's locally adopted safe driver plan, which includes review of driving records for disqualifying violations.

4. The superintendent or designee shall establish procedures specifying guidelines and consequences for violation of the policy.

Policy EDDA: Special Use of School Buses

Status: DRAFT

Original Adopted Date: Pending

This school board, subject to rules and regulations promulgated by the State Board of Education, may permit:

- the use of publicly owned school buses for the transportation of participating students, teachers, coaches and sponsors in connection with athletic events, events of boys' and girls' clubs, events of Future Farmers of America or 4-H Clubs and special events in connection with the schools which the boards may consider a part of the educational program.

- the use of publicly owned school buses for the transportation of citizens for grand jury and other jury functions upon order of the court or as considered necessary by the school board during natural or man- made emergencies, hurricanes, tornadoes, floods and other acts of God.

- the use of publicly owned school buses for the transportation of citizens attending an air show or historic commemorative event held on a military base or military park located in the school district; provided that such determination shall be made upon the minutes of the school board and shall include an agreement with the military base or military park that it will indemnify and hold the school district harmless in any action regarding such transportation.

The superintendent or designee shall establish procedures specifying guidelines and consequences for violation of the policy.

Exhibit ABCD-E(1): Method of Election

Status: DRAFT

Original Adopted Date: 03/13/2019 **| Last Reviewed Date:** 03/13/2019

See PDF on the next page.

DELBERT HOSEMANN
Secretary of State

Candidate Petition for the Offi
TY SCHOOL BOARD ER

TO: Election Commission of _____County,

We, the undersigned qualified elector District N_____,

County of _____ of Mississippi, hereby petition that the name

of _____ be placed upon the ballot of the

_____ (general or special) n Nov. _____,____ , as a candidate for the office

of County School Board Member, Supervi _____.

1. **SIGNATU** **Printed Name** _____
   Address _____ Preci _____
2. **SIGNATURE** _____ **Printed Na** _____
   Address _____ Precinct _____
3. **SIGNATU** **Printed Nam** _____
   Addre _____ Precinct _____
4. **SIGNA** **Pri** _____
   Address _____
5. **SIGNATURE** _____ **Name** _____
   Address _____ inct _____
6. **SIGNATU** **Name** _____
   Address _____
7. **SIGNATURE** _____ **P** _____
   Address _____ Preci _____
8. **SIGNATURE** _____ **Printed Nam** _____
   Address _____ Precinct _____
9. **SIGNATURE** _____ **Pri** _____
   Address _____
10. **SIGNATU** **Name** _____
    Address _____ nct _____
11. **SIGNATURE** _____ **Name** _____
    Address _____
12. **SIGNATURE** _____ **P** _____
    Address _____ Preci _____
13. **SIGNATURE** _____ **Printed Nam** _____
    Address _____ Precinct _____
14. **SIGNATURE** _____ **Printed Name** _____
    Address _____ Precinct _____
15. **SIGNATU** **Printed Name** _____
    Address _____ Precinct _____

Policy ADB: Average Daily Attendance

Status: DRAFT

Original Adopted Date: 03/06/1972 | **Last Revised Date:** 07/19/2021 | **Last Reviewed Date:** 11/19/2021

~~AVERAGE DAILY ATTENDANCE~~

~~The Board of Education of the Jackson County School District recognizes the importance of regular student attendance as a means of exposure to new knowledge and increased revenues to the school district. The superintendent and his staff are directed to encourage regular student attendance through a planned program designed to accomplish maximum ADA (Average Daily Attendance) for the school district. This planned program shall include procedures for monitoring student absences as specified in the Mississippi Compulsory Attendance Law, Section 37-13-91 (1993).~~

~~Average Daily Attendance is calculated by dividing the total aggregate attendance during the period or month in which both teachers and students are in regular attendance for scheduled classroom instruction.~~

~~The goal for the Jackson County School District, as a minimum, shall be to maintain or exceed the average daily attendance of the two previous years.~~

Policy KBA: Public's Right to Know **Status:** DRAFT

Original Adopted Date: 05/18/1998 **| Last Revised Date:** 06/09/2024 **| Last Reviewed Date:** 06/09/2024

PUBLIC'S RIGHT TO KNOW

"... The public has every right to observe the process, but not to control the proceedings."

The formation and determination of public policy is public business and shall be conducted at open meetings except as otherwise provided by law.

All public records are to be public property and any person shall have the right to inspect and/or obtain a reproduction of any public record of the school district in accordance with written procedures provided for below, unless exempted by law. Miss. Code Section 25-61-5

This district shall establish and collect fees reasonably calculated to reimburse it for, and in no case exceed, the actual cost of searching, reviewing and/or duplicating and, if applicable, mailing copies of public records. Such fees shall be collected by the district in advance of complying with the request. Miss. Code 25-61-7

Open Records Policy—(Public's Right to Know)

Section 1. Procedures to Obtain Public Records (State and Local).

All requests for public documents under this policy shall be made in writing on the form provided herein. The form shall be submitted to the Superintendent's Office at the Administrative Offices of the school district located at 4700 Colonel Vickrey Road, Vancleave, Mississippi 39565 during regular office hours. All requests for documents shall be accompanied by a $25.00 deposit which shall either be refunded to the requestor if the request is later withdrawn, or applied to the total costs associated with the request, as the case may be. The deposit requirement may be waived by the Superintendent of Education if the nature of the request does not warrant a deposit, or for any other reason or circumstance that, in the sole discretion of the Superintendent, would warrant such a waiver of deposit.

Upon receiving a request for public documents hereunder, the school district will provide the requestor of such documents with an estimate of the total cost of providing the documents requested no later than three (3) working days after receipt of the request and initial deposit. The estimated cost of providing the documents requested shall be based upon the actual cost per hour for research by the district employee and other associated costs. The guidelines for a request for copies of student records and associated fees are described in board Policy JRAB.

Such inspection, copy, or reproduction of said public records may be available immediately or shall be available no more than seven (7) working days following the date the written request and initial deposit is received by the District and the payment of the estimated total costs of providing the documents is received by the District. If the District is unable to produce a public record by the seventh (7th) working day after the request is made, the District will provide a written explanation to the person making the request stating that the record requested will be produced and specifying with particularity why the records cannot be produced within the seven-day period. Unless there is mutual agreement in writing between the parties to extend the time for production of the requested records, the date for the District's production of the requested records shall not be any later than fourteen (14) working days from the receipt by the District of the written request and deposit and payment of the total estimated costs.

If the requested materials are denied by the district, such denial shall be stated in writing and signed by the Superintendent and shall contain a statement of the specific reason(s) for the denial. Such denial of information shall be kept at the District Office and be available for inspection during regular office hours to any person, upon written request. Said materials shall be preserved for three (3) years.

Items which contain trade secrets or confidential commercial materials shall not be subject to inspection or production, unless the third party approves or a specific court order is provided. Said public records which are available to the public include, but are not limited to:

1. Employment Verification — Verification of employment, such as date of employment, position, and school, by telephone or in writing, is allowed with written permission of the employee.
2. Salary Information — Verification of salary is released only upon written request from an agency with the employee's signature authorizing such release.
3. Insurance Coverage Verification — Verification of Insurance coverage by phone or in writing is permissible without the signature of the employee.
4. Any employee information requested by state or federal agencies will be released with or without the consent of the employee involved. (Example: IRS, Employment Security Commission, Social Security Commission.)

All provisions of this policy shall not be construed to conflict with, amend, repeal or supersede any constitutional or statutory law or decision of a court of this state or of the United States.

The following are exceptions to this policy of the public's right to know.

1. Personnel records and applications for employment.
2. Test questions and answers which may be used in employment examinations.
3. Letters of recommendation for applications for employment.
4. Records of this board which represent and constitute the work product of any attorney, district attorney, or county prosecuting attorney representing a public body and which are related to litigation made by or against such public body, or in anticipation of prospective litigation, including all communications made in the course of an attorney-client relationship.
5. Records of this board which would disclose information about a person's individual tax payment or status.
6. Appraisal information concerning the sale or purchase of real or personal property for public purposes prior to public announcement of the purchase or sale, where the release of such records would have a detrimental effect on such sale or purchase.
7. Test questions which are to be used in future academic examinations.
8. Letters of recommendation for admission to any educational agency or institution.
9. Records which contain information about the location of any specific archaeological site and which, in the opinion of the district, would upon the disclosure thereof, create a substantial risk of damage or destruction to the historical value of such archaeological site or private property rights.
10. Records which are not otherwise protected by law that (a) are compiled while detecting and investigating any unlawful activity or alleged unlawful activity, the disclosure of which would harm such investigation, or (b) would reveal the identity of informants, or (c) would prematurely release information that would impede the enforcement, investigative or detection efforts in such proceedings, or (d) would disclose investigatory techniques , or (e) would deprive a person of a right to a fair trial or an impartial adjudication or (f) would endanger the life or safety of a public official or a law enforcement official, or (g) are matters pertaining to quality control or PEER review activities.
11. Commercial and financial information of a proprietary nature is required to be submitted to this board by a firm, business, partnership, association, corporation, individual or other like entity.
12. Records which pertain to Student Records, except as provided in Policy JRAB, based on the Family Educational Rights and Privacy Act of 1974.

Section 2. Federal

The application and all pertinent documents relating to federally funded projects will be available for inspection by parents, teachers, and the general public at the Jackson County Board of Education Office, 4700 Colonel Vickrey Road, Vancleave, MS 39565. Copies of all pertinent documents, including the law, regulations, and current projects, may be obtained by filing a written request with the Director of Federal Programs and along with payment of a printing costs as herein provided.
Legal Reference: Miss. Code Section 25-41-1 et seq. (1976);Section 25-61-5 (1983)

JACKSON COUNTY SCHOOL DISTRICT
4700 Colonel Vickrey Road
Vancleave, MS 39565

REQUEST FOR ACCESS TO RECORDS

Date of Request: _____

Name of the person making the request:_____

Address:_____

Phone #:_____

Email:_____

I hereby request the following information maintained by the public school system.

_____
_____
_____
_____
_____
_____

(Requests shall be specific enough to allow school district employees to identify and retrieve records requested.)

My request is to: **Check the appropriate item(s).**

_____1. Review the records listed above.
_____2. Receive photocopies of records listed above.
_____3. Mail copies of records to the address shown above.
_____4. Email copies of records listed above.

I understand that appropriate charges for searching, copying, mailing and/or emailing shall be paid in full prior to processing this request.

_____
Signature of person making request

FOR DISTRICT USE ONLY:
Date filed: _____
Approved: Yes_____ No_____
Fee: _____
Initial of Employee:_____

JACKSON COUNTY SCHOOL DISTRICT
4700 Colonel Vickrey Road
Vancleave, MS 39565

DENIAL FOR REQUEST FOR ACCESS TO RECORDS

The Jackson County School District has received a request from:

Name:_____

Address:_____

To review and/or copy records alleged to be maintained by this school district.

The records listed in the request were:
_____
_____
_____
_____

The district respectfully denies the request for the following reason(s):

_____1. Records exempted from the Open Records Act.
_____2. Records not maintained in the district.
_____3. Records contain materials exempted from the Open Records Act.
_____4. Records not identified with sufficient specificity to retrieve. Please submit another request with additional information.

Signature of
Superintendent_____

Date:_____

A copy of this denial shall be kept on file in the office of the Superintendent of Education for a period of three years from the date shown above.

Policy GFAEI: Job Description: Information Systems Specialist **Status:** DRAFT

Original Adopted Date: 07/19/2021 **| Last Reviewed Date:** 07/19/2021

Essential Functions:

- Troubleshoot problems to determine hardware and software problems in a wide variety of systems, including Windows and Linux Servers
- Keep in hand an inventory of essential parts as needed for maintenance and repairs
- Work with employees and vendors to create queries for data retrieval from the SIS
- Schedule summer preventative maintenance for servers and projects with the technology leadership
- Integrate data ~~between the districts Learning Management System (Canvas); diagnostic software like iReady, Ellevation, SEAs etc.; business software like Marathon, Mosaic, Scribbles, etc.; educational software like Clever, Nearpod, etc.; and Library management software (Follet) as well as any other~~ into district ~~approved~~ software
- Collaborate with Technology Security Administrator to maintain best practices for data and server security
- Manage district email solution
- Perform any other duties as directed or assigned
- ~~Oversee Help Desk and the Help Desk Manager~~

REPORTING STRUCTURE:

This position reports to the Director of Information Technology.

QUALIFICATION REQUIREMENTS:

- Associate Degree from an accredited college or university with 7 years' experience in database and system administration or bachelor's degree from an accredited college or university with 5 years of experience in database and system administration
- Ability to effectively work and communicate with administrators, supervisors, and staff
- Ability to effectively instruct personnel in the use of technology and other related components
- Experience in implementing and maintaining server operating systems, software, and peripherals
- Knowledge of databases
- Experience in Active Directory, Directory Structure, Authentication Methods, Google Management, Office 365 Management, Server Monitoring
- Working knowledge of SQL programming and PowerShell scripting
- Critical thinking and analytical ability
- Strong work ethic and dedication to assigned tasks

TERMS OF EMPLOYMENT:
This is a 232 days per year position.

SALARY SCALE:

Based on school board policy GGBS

EVALUATION:

Performance in this position will be evaluated by the Director of Information Technology.

Policy DJEAB: Purchasing Procedures - Education Enhancement Funds **Status:** DRAFT

Original Adopted Date: 06/19/2000 **| Last Revised Date:** 12/08/2014 **| Last Reviewed Date:** 12/08/2014

Purchasing Procedures

All purchases by this school district which will be paid for with public funds shall be made pursuant to the purchasing laws of the State of Mississippi (Mississippi Code 31-7-1 et seq.) In addition, the District will adhere to the requirements set forth in Section D of the Financial Accounting Manual for Mississippi Public School Districts, which states., ~~"The person receiving the goods and services by comparison of items received to the items ordered as detailed on the purchase order. The receiving report should be signed and dated once acceptance has been made. In the absence of a receiving report, the vendor's invoice should be signed and dated by the person receiving the goods and/or services once acceptance has been made."~~

It is the intention of the school board to purchase competitively without prejudice and to seek maximum educational value for each and every dollar expended.

The school board shall ensure that the school district shall maintain a list of supplies and equipment, including quality specifications when applicable, regularly used in this district. The list shall be used by the school board in obtaining competitive bids for supplies or equipment to be purchased and shall be available to any interested person. (37-39-5)

In connection with the purchase of necessary supplies or equipment for regular school operations, this school board may, in its discretion, designate as its purchasing agent or agents such school official or officials as deemed appropriate and may authorize such agent or agents to make purchases of supplies and equipment subject to competitive bid requirements in Section 37-7-1 et seq.

Supplies that are perishable or foods purchased for use in connection with the school lunch and homemaking programs shall be exempted from competitive bid requirements. However, the school board shall adopt and place in its minutes definite policies for guidance of the purchasing agent(s) in connection with purchases of perishable supplies or foods which are unstable or variable in price. Such policies shall have the effect of law, and any violations shall be subject to the penalties as provided by law. (37-39-15)

Purchases of items regularly used in connection with school operations shall not be made in small quantities for the purpose of circumventing the law requiring competitive bids or quotations, but shall be purchased by contract whenever feasible. School boards shall have the authority, however, to award such contracts for supplies or equipment to be delivered to different points in the school district or county, to different bidders, when the best interests of the district or county warrant such action. Reasons for awarding such contracts to different bidders for different areas in the district shall be recorded on the minutes of the school board. In no event shall the price paid exceed the lowest and best bid received. (37-39-17)

This school board hereby declares that it is essential to the efficient operation of this school district that adequate supplies of goods and services continue to be available from private sources; that the good name and credit of the district may be promoted by timely and responsible payment of just claims; and that fair compensation be awarded suppliers when payments of their claims are delayed without justification.

The superintendent or business manager shall mail or otherwise deliver checks for the payment of goods and services no later than forty-five (45) days after receipt of the invoice and receipt, inspection and approval of the goods or services; however, in the event of a bona fide dispute, the school district shall pay only the amount not disputed.

If a warrant or check, as the case may be, in payment of an invoice is not mailed or otherwise delivered within forty-five (45) days after receipt of the invoice and receipt, inspection and approval of the goods and services, the school district shall be liable to the vendor in addition to the amount of the invoice, for interest at a rate of one and one-half percent (~~1~~ 1.5 ~~½~~ %) per month or portion thereof on the unpaid balance from the expiration of such forty-five (45) day period until such time as the warrant or check is mailed or otherwise delivered to the vendor. The provisions of this paragraph shall apply only to undisputed amounts for which payment has been authorized. In the case of an error on the part of the vendor, the forty-five (45) day period shall begin to run upon receipt of a corrected invoice by the school district and upon compliance with the other provisions of this section. The school district shall be responsible for initiating the penalty payments required by this subsection and shall use this subsection as authority to make such payments. Also, at the time of initiating such penalty payment, the school district shall specify in writing an explanation of the delay and shall attach such explanation to the requisition for

payment of the penalty or to the file copy of the check issued by the school district, as the case may be.

In the event of a bona fide dispute as to an invoice, or any portion thereof, the dispute shall be settled within thirty (30) days after interest penalties could begin to be assessed, if it were not for the dispute.

If a warrant or check, as the case may be, in payment of an invoice, subject to a prior dispute, is not mailed or otherwise delivered within thirty (30) days after settlement of the dispute, the school district shall be liable to the vendor, in addition to the amount of the invoice, for interest at a rate of~~n~~ one and one-half percent (~~1~~ 1.5 ~~½~~ %) per month or portion thereof on the unpaid balance from the expiration of said thirty-day (30) period until such time as the warrant or check is mailed or otherwise delivered to the vendor. At the time of initiating such penalty payment, the school district shall specify in writing an explanation of the delay and shall attach such explanation to the requisition for payment of the penalty or to the file copy of the check issued by the school district, as the case may be. The interest penalty prescribed in this paragraph shall be in lieu of the penalty provided in subsection (3). Section 31-7-305 (1986)

This school district shall monthly notify the State Fiscal Management Board of the number and dollar amount of late payments made by the school district, along with the amounts of interest paid and the specific steps being taken to reduce the incidence of late payments.

If the terms of the invoice provide a discount for payment in less than forty-five (45) days, the school district shall preferentially process it and use all diligence to obtain the savings by compliance with the invoice terms, if it would be cost effective. Section 31-7-30 (2) (3) (1986)

Whenever a vendor brings formal administrative or judicial action to collect interest due under this act, the school district shall be required to pay any reasonable attorney's fees if the vendor prevails. Section 31-7-309 (1986)

~~SALES TAX PAYMENT PROCEDURE FOR ITEMS PURCHASED FOR RESALEFor each and every item purchased by a school or department, regardless of price, that is to be resold to students and/or the public, there shall be paid at the time of purchase full sales taxes (7%) to the vendor from whom the item is being purchased.~~

1. ~~The rule applies only to those items being resold, i.e., pencils, paper, books, shirts, calendars, candy, candles, etc. Those items consumed in the education process remain tax exempt.~~
2. ~~Tax is not to be added to the price of an item and collected at the time of resale. The price of an item may be increased to recoup the tax paid.~~
3. ~~Each requisition, purchase order, and invoice for an item that is to be resold shall have "For Resale" written thereon.~~
4. ~~Orders for resale items and orders for supplies shall not be included on the same purchase order or requisition.~~

Policy GFABS: Job Description: Fab Lab Manager **Status:** DRAFT

Original Adopted Date: 04/10/2017 **| Last Revised Date:** 12/14/2021 **| Last Reviewed Date:** 10/18/2021

Job Description: Fab Lab Manager

SUMMARY:

The primary purpose of the Fab Lab Manager is to oversee the overall operation of the Fab Lab and the development of programs for a variety of primary interest groups.
To assist in the professional development and continuous growth of teachers to stay abreast of STEAM activities and assist in the implementation of STEAM activities into the curriculum framework in a way that contributes to a high performance among students in the district and reflects current Mississippi mandated curriculum standards.

ESSENTIAL FUNCTIONS:

1. Leads staff, interns, and volunteers working in the Fab Lab and manages their training on the use of the Fab Lab software, computers, and manufacturing equipment.
2. Collaborates with the Fab Lab Executive Director(s) to promote the lab in the community.
3. Serves as a champion for the Fab Lab by promoting the opportunities available through various venues in the area and maintain partnerships with external organizations.
4. Establishes protocols for safe and effective use of the lab; monitors and maintains optional safety conditions in the lab.
5. Maintains the equipment, manages supply inventory, and manages the budget.
6. Schedules and provides supervision of the lab and its staff and volunteers.
7. Operates the Fab Lab on a day-to-day basis and mentors students, teachers and community members by assisting them with their projects and ideas.
8. Assists administrators, teachers, students, and community members by providing professional development opportunities in the area of fabrication technology.
9. Responsible to secure funding through grants and summer camps to sustain the Mobile Lab and Mobile Lab Program Facilitator as well as to help offset the financial burden of the Fab Lab to Jackson County School District.
10. Provide Teacher, Department, and School Level Professional Development Opportunities for teachers to gain familiarity with STEM software, tools , and equipment.
11. Provide Teacher, Department, and School Level Professional Development Opportunities for teachers to learn and practice problem-based learning (PBL) teaching methods.
12. Collaboration and assistance to classroom teachers in implementing hands-on, problem based learning opportunities that incorporate STEM software, tools, and equipment in to the classroom curriculum and monitor such implementation.
13. Provide Teacher, Department, and School Level feedback and continued assistance to ensure implementation of STEM activities is useful to both the teachers and students involved.

The absence of specific statements of duties does not exclude those tasks from the position if the work is similar, related, or a logical assignment of the position.

REPORTING STRUCTURE:

This position reports to the Career and Technology Director.

QUALIFICATION REQUIREMENTS:

The requirements listed below are representative of the knowledge, skills and ability required to successfully perform the essential functions of this position.

EDUCATION AND/OR EXPERIENCE:

1. Minimum of a technical degree (ME, CS, or IT) and/or similar job experience; BS/MS in Engineering, Business or other STEM related field or related experience in the field with significant technical experience and three (3) years of recent professional experience providing support services in a directly related unit or discipline preferred.
2. Experience with image editing, CAD/CAM application and design software.
3. Experience with fabrication equipment such as a vinyl printer/cutter, laser etcher/cutter, CNC mill, CNC

plasma cutter, and other related equipment.
4. Experience working in or using manufacturing/industrial and rapid prototyping technology and equipment.
5. Proficient in common desktop applications (web browsing, Microsoft Office Suite, image editing).
6. Strong interpersonal skills as well as written and oral communication skills are essential for this position.
7. Confidentiality, maturity, and professionalism at all times are essential for this position.
8. Experience in teaching and/or demonstration of science and technology, especially in a community environment.
9. Prior FABLAB or Makerspace work experience may be substitutes for any or all of the above.

LANGUAGE AND REASONING SKILLS:

Ability to understand written or oral instructions; read, analyze and interpret complex documents, instruction manuals, policies and procedures is essential. Excellent communication skills are required to effectively present information in a one-on-one and small group setting. Strong interpersonal skills are essential to maintain effective working relationships with others. The ability to work effectively and efficiently, under stressful conditions, to ensure deadlines are met is essential. Must have demonstrated, through prior work experience, the ability to identify and resolve, in a courteous and professional manner, complex issues and problems while adhering to an appropriate policy and procedure.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position is required to sit and stand for moderate periods of time and the ability to see and hear. Frequently, this position is required to walk, stoop, climb, and lift up to 70 pounds.

WORKING ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

This position typically works in a well-lit, climate controlled, and adequately ventilated office environment and requires observance of safe work practices, fire regulations, and avoidance of falls, trips, and similar shop/lab work hazards. However, there will be times when the temperature in the lab is higher than normal. The stress level for this position is moderate and the noise level for this position is moderate normally.

TERMS OF EMPLOYMENT:

To be employed for 200 days per year.
Salary to be pro-rated and established by the school board policy GGBC.
A portion of this salary may be funded by Federal Programs
Fab Lab Manager will also be eligible for the Community Outreach Supplement to be established by school board policy GGBB.
An additional $6000 will be included in the salary for National Board Certification, provided the Mississippi Department of Education continues to endorse the program.
Employees without prior teaching experience may be credited with up to 3 years experience for work in field related to this position.

Policy CO: Administrative Reports

Status: DRAFT

Original Adopted Date: 01/06/1986 **| Last Revised Date:** 06/15/2020 **| Last Reviewed Date:** 06/15/2020

Administrative Reports

It shall be the power, authority and duty of the superintendent:

1. To preserve all reports of superintendents, principals, teachers and other school officers, and to deliver to his successor or clerk of the board of supervisors all money, property, books, effects and papers. ' 37-9-14 (2) (e)

2. To make to the school board reports for each scholastic month in such form as the school board may require. ' 37-9-14 (2) (i)

3. To distribute promptly all reports, letters, forms, circulars and instructions which he may receive for the use of school officials. ' 37-9-14 (2) (j)

4. To observe such instructions and regulations as the school board and other public officials may prescribe, and to make special reports to these officers whenever required.' 37-9-14 (2) (m)

5. To make such reports as are required by the State Board of Education. ' 37-9-14 (2) (o)

6. To comply in a timely manner with compulsory education reporting requirements prescribed in Section 37-13-91 (6). ' 37-9-14 (2) (u)

Policy EDAH: Bus Idling/Idle Reduction for Buses

Status: DRAFT

Original Adopted Date: 04/21/2022 **| Last Reviewed Date:** 05/24/2022

Applicability:

This policy applies to the operation of every district-owned and/or contracted school bus.

Rationale:
Diesel exhaust from idling school buses can accumulate in and around the bus and pose a health risk to children, drivers and the community at large. Exposure to diesel exhaust can cause lung damage and respiratory problems. Diesel exhaust also exacerbates asthma and existing allergies, and long-term exposure is thought to increase the risk of lung cancer. Idling buses also waste fuel and financial resources.

Purpose:

Eliminate all unnecessary idling by Jackson County School District school buses such that idling time is minimized in all aspects of school bus operation.

Guidance:

1. At school bus depots, limit the idling time during early morning warm-up to what is

recommended by the manufacturer (generally 3-5 minutes) in all but the coldest weather.

2. Buses should not idle while waiting for students during field trips, extracurricular activities or other events where students are transported off school grounds.

3. In colder weather, schools are directed to provide a space inside the school where bus drivers who arrive early can wait.

4. In colder weather, if the warmth of the bus is an issue, idling is to be at a very minimum and occur outside the school zone. The "warmed" bus is to enter the school zone as close to pick-up time as possible to maintain warmth.

5. Transportation operations staff are directed to revise bus schedules so that school bus caravanning can be avoided and the lowest emission buses are assigned to the longest routes where feasible.

6. All drivers shall receive a copy of this policy at the beginning of every school year.

Policy GAC: Staff Decision Making / Staff Community Relations

Status: DRAFT

Original Adopted Date: 04/09/1998 **| Last Reviewed Date:** 04/09/1998

Staff Decision-Making/Staff Community Relations

The Jackson County School District strives to achieve a relationship with the community that promotes joint planning and constructive collaboration concerning educational issues. The Board of Education directs the Superintendent to establish mechanisms which inform the community and parents of current issues and which solicit regular input of community, parents, students and staff regarding policies, procedures, programs and operations of the district. Such input will be considered for incorporation in the district's educational plan. The Board of Education may request a summary of community input.

Reference: Accreditation Requirements of the State Board of Education: Bulletin 171

Policy GAGAA: Nepotism in Supervision of Staff Prohibited

Status: DRAFT

Original Adopted Date: 10/27/2003 **| Last Revised Date:** 10/17/2022 **| Last Reviewed Date:** 10/26/2022

Nepotism

The Jackson County Board of Education has adopted policies that govern the evaluation of all employees of the Jackson County School District. It is the philosophy of the Board that no employee of the district should be in a supervisory role over any family member under the following relationships:
It will be prohibited for any employee to be placed under direct supervision of an immediate or marital family member. This prohibits hiring, transferring or placing in any way members of the same family in a direct supervisor/subordinate relationship. For the purposes of this policy, a family member is defined as spouse, sibling, parent, child, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, and sister-in-law.

Those situations that are in conflict with the provisions of this policy and which exist as of the date of approval of this policy shall be allowed to continue until such time that natural attrition creates changes in the status of those employees. However, all new hires shall be subject to the provisions of this policy. The Superintendent shall implement a procedure to address the chain of command for any existing employee conflicts being grandfathered in at the time this policy was adopted.

All daily substitutes will be exempt from the requirements of this policy.

Policy JCD: Alternative School Program **Status:** DRAFT

Original Adopted Date: 01/26/2004 **| Last Revised Date:** 11/13/2023 **| Last Reviewed Date:** 11/13/2023

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

1. The alternative school program shall serve compulsory school-age children:

a. Whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and staff of the school as a whole;
b. Who have been suspended for more than ten (10) school days or expelled from school, except that such placement may be denied when the explusion was for possession of a weapon or other felonious conduct;
c. Who are referred for placement based on documented need by the parent, legal guardian, or custodian because of disciplinary problems;
d. Who are referred by order of a chancellor or youth court judge, but only with the consent of the school superintendent or principal.

2. No school district is required to place a child returning from an out-of-home placement in the mental health, juvenile justice or foster care system in alternative school. Placement of a child in the alternative setting shall be done consistently, and for students identified under the Individuals with Disabilities Act (IDEA), shall adhere to the requirements of the Individuals with Disabilities Act of 2004. If a school chooses to place a child in alternative school, the district will make an individual assessment and evaluation of that child in the following time periods:

a. Five (5) days for a child transitioning from a group home, mental health care system, and/or the custody of the Department of Human Services, Division of Youth and Family Services;
b. Ten (10) days for a child transitioning for a child transitioning from a dispositional placement order by a youth court pursuant to Section 42-21-605; and
c. An individualized assessment for youth transitioning from an out-of-home placement to an alternative school shall include:
i. A strength needs assessment.
ii. A determination of the child's academic strengths and deficiencies.
iii. A proposed plan for transitioning the child to a regular education setting at the earliest possible date.

~~**Alternative Education Setting**The Jackson County Alternative School is established for the purpose of providing continued educational services to students whose behavior prevents them from continuing to attend their home school environment.~~

1. ~~Evidence of intervention attempts at home school shall be documented. (Discipline forms are acceptable, if information is recorded that a parent contact was attempted. Administrators are encouraged to record notes of parent conference on discipline form or any other record utilized in the recording of information.)~~
2. ~~The student should have been enrolled in the home school for nine (9) weeks or until intervention has been~~

~~attempted and failed, or probation terms, as specified by school board, have been violated.~~

~~Categories for Placement~~

1. ~~Placement of a student enrolled in the Jackson County School District by order of a chancellor or youth court judge can be done only with the consent of the Superintendent.~~
2. ~~Placement in the alternative education setting will be at the discretion of the school board.~~

Procedures for Placement in Alternative Education Setting

1. The administrator will refer students who have reached Step 5 (Secondary Handbook) or Step 6 (Middle School Handbook) to the alternative education setting. The administrator will complete the **Alternative Education Setting Referral Form** and submit it to the superintendent or his/her designee for his/her review. The parent or guardian may waive their right to appeal the recommendation of the principal to the District Discipline Appeal Committee and the student shall be placed directly in the alternative setting. Students involved with drugs, alcohol, or weapons will be recommended to the school board for expulsion.
2. Student placed in alternative education setting remains in alternative education setting according to schedule described in "criteria to return to home school section."
3. Student referred back to home school. Remains in home school on probation as prescribed by the school board/school administrator. The student remains in his home school as long as behavior is acceptable. If student's behavior worsens, the administrator may refer the student back to the alternative school if he/she is still serving his/her probationary period as prescribed by the school board/school administrator. ~~If student's behavior worsens, the administrator may refer the student to the school board for the third offense for expulsion if he/she is still serving his/her probationary period as prescribed by the school board/school administrator.~~ The student will not be allowed to return to the alternative education setting more than twice during the same school year. If a student is expelled from school he/she will be allowed to return to his/her home school the following year, after completing the remainder of the first offense at the alternative education setting.
4. The home school will complete the necessary information in the referral packet and send it to the principal at the time the student is referred to the alternative education setting. The principal will send copies to the school board secretary.
5. Students with special education rulings may be placed at the alternative education setting after an IEP review/revision. All due process procedures mandated by IDEA and the State Plan are to be followed. These procedures include giving written notice and Procedural Safeguards to parents, verifying receipt by parents and conducting an IEP meeting to recommend placement. IEP and other assessment data are then forwarded to the special education director at the Central Office.

The Jackson County Alternative School Setting is designed to meet the educational needs of the students while they are assigned to the alternative education setting. The employment of certified teachers and competent teacher assistants and a computer-assisted instructional program provide the means to accomplish this goal. As a result of the low enrollment at the school, students will receive small group instruction and will communicate regularly with home school teachers regarding academic work. Counselors will be available to counsel students with psychological needs. Local mental health professionals will be brought in to work with the students and parents when necessary. Positive behavior intervention specialists will also be available to work with students, as needed.

Criteria to be Reviewed for Return to the Home Schools Environment

1. The student will exhibit improvement while in the alternative setting. The home school personnel will maintain home/school correspondence. Progress reports and report cards will be given to students in the alternative education setting on the same schedule as all other students. Personnel of the alternative education setting or home school will notify parents as needed, in addition to progress reports and report cards, to keep them informed of the student's academic and behavioral progress.
2. A student must attend (be present) in the alternative education setting for up to forty-five (45) school days. After attending the alternative education setting for up to 45 school days and having shown improvement (while attending the alternative education setting) with acceptable behavior, the student may return to his/her home school environment. If the student has not made improvement in his/her behavior, he/she will remain in the alternative education setting. Students may have two excused absences, as described in the district's Students Handbook, without adding days to the original assignment. Students can reenter the home school environment only after they have met conditions as specified by the school board and the criteria listed above.
3. The home school principal, after consultation with teachers and other personnel involved with the students, may refer the student back to the home school environment.
4. When the home school principal approves for the student to return to his/her home school environment, the

parent is to contact the principal of the home school and make an appointment to meet with him/her. This conference must be held prior to the student's returning to class. The parents, principal, and student must be present in the conference.

Reasons for Expulsion from Alternative Education Setting

1. Students enrolled in the Jackson County alternative education setting who are involved in any criminal activity, display violent behavior, or have in their possession a weapon on campus as defined by Section 97-37-17, MS Code, shall be expelled from the alternative education environment for the remainder of the school year. Students expelled for possession of a weapon may be expelled from school for a period of up to one year.
2. Failure to follow rules prescribed in the Student Handbook and terms of placement in the alternative education environment.

Terms of Assignment to the Alternative Education Setting Student's Name_____
School_____
Principal's Name_____
Date of Hearing_____

The following behaviors must be adhered to while your child is assigned to the alternative education setting. Failure to comply with these terms may result in your child being expelled from school for the remainder of the semester.

____ 1. Absences - shall not miss school, except for medical reasons.

____ 2. Tardies - shall not be late to school unless brought to school and checked in by the parent/guardian.

____ 3. Shall not create any disturbances/distractions, which would interfere with a teacher's right to teach and the other pupil's right to learn.

____ 4. Shall be prepared each day for class. Each day the student will report to class with the materials designated by the teacher.

____ 5. Shall not participate in or attend any extra-curricular activities during the time the student is assigned to the alternative education setting. This includes any (proms, dances, plays, etc.) activities held on the school's campus or school-sponsored activities, which may be held off campus.

____ 6. Shall not drive a vehicle to the home school or to the alternative education setting while assigned to the alternative education setting. Middle school students shall ride the bus to the home school and transfer to the alternative education setting bus at designated pick-up place. Misbehavior on the bus to the home school and to and from the alternative education setting may result in expulsion from school.

____ 7. Shall provide restitution to the school district for damages and/or theft prior to the end of the current school year. If restitution is not made in the time designated by the school, the student will not be allowed to enroll for the succeeding school year.

____ 8. Discipline - The student shall follow the rules of conduct established for the alternative education setting. Failure to do so shall result in a recommendation for expulsion for the remainder of the semester. This includes misbehavior on the school bus to the home school and to and from the alternative education setting.

____ 9. The parent shall meet with the alternative education setting staff after the student's assignment to plan cooperative interventions for the student.

____ 10. The parent shall attend parenting workshops, if the principal and counselors deem it necessary.

____ 11. The student and/or parent will participate in the services provided by the professional counselors on a periodic basis.

____ 12. Upon return to your child's home school environment, he/she will be on probation for the remainder of the _____ school year.

The earliest date this student can return to his/her home school environment is _____. Failure to comply with the rules and regulations of the alternative education setting will result in the extension of time the student is assigned to the alternative education setting.

If the student transfers, drops out, or is expelled from the alternative education setting School, he/she will be reassigned to the alternative education setting upon his/her re-entry into the school district and will complete the time for which he/she was originally assigned to the alternative education setting.

_____ _____
Parent's Signature Student's Signature

~~_____ _____~~
~~Principal's Signature School Board Chairman~~

~~Comments:~~

~~**Alternative Education Setting Referral Form**~~
~~**Student's Name: _____ School: _____**~~
~~**Principal Making Referral: _____**~~
~~**Student's Grade: _____ Sex: _____ Race: _____ Age: _____**~~
~~**Number of referrals to the office for disciplinary action: _____**~~
~~**Attach the student's behavior intervention plan (BIP). (All students should have a BIP prior to referral to the alternative education setting, unless the student is a danger to him/herself and it was an isolated incident.)**~~

~~**Summary of reasons for referrals to the office:**~~

~~**Number of times placed in ISS: _____**~~
~~**Number of times placed in OSS: _____**~~
~~**Other disciplinary action taken:**~~
~~**Student referred to counselor prior to referral to alternative education setting.**~~
~~**_____Yes _____NoPrevious contact with parents: Yes _____ No_____**~~

~~**Principal's Signature:_____**~~
~~**Copy to Assistant Superintendent at Central Office and School Board Secretary.**~~

Policy IGAA: Student Religious Liberties

Status: DRAFT

Original Adopted Date: Pending

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

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

1. Require any person to participate in prayer or in any other religious activity; or

2. Violate the constitutional rights of any person.

STUDENT EXPRESSION OF RELIGIOUS VIEWPOINTS

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

STUDENT SPEAKERS AT NONGRADUATION EVENTS

The school district hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. If a student is to speak at an event, the district shall set a maximum time limit reasonable and appropriate to the occasion. The forum shall be limited in the manner provided by law.

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

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

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

For those events at which a student is to speak, each student may speak for one (1) week at a time for all introductions of events that week, or rotate after each speaking event, or otherwise as determined by the district. The list of student speakers shall be chronologically repeated as needed, in the same order. The district may repeat the selection process each semester rather than once a year.

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

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

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

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

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

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

STUDENT SPEAKERS AT GRADUATION CEREMONIES

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

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

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

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

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

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

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

RELIGIOUS EXPRESSION IN CLASS ASSIGNMENTS

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

FREEDOM TO ORGANIZE RELIGIOUS GROUPS AND ACTIVITIES

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

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

Policy GFBK: Job Description: Director of Operations and Support **Status:** DRAFT

Original Adopted Date: 07/19/2021 **| Last Reviewed Date:** 09/30/2021

QUALIFICATIONS:

- Bachelors Degree in Computer Science or Management Information Systems or equivalent training or experience.
- Experience in implementing networks, operating systems, software and peripherals.
- Experience in administrative data function.
- Knowledge of application of technology in the teaching process and instructional television as well as instructional computing.
- Ability to effectively communicate, orally and in writing.
- Ability to function on an advanced technical level with equipment representatives and software programmer/designers to include the writing of hardware and network specifications.
- Ability to effectively instruct personnel in the use of technology.
- Ability to troubleshoot hardware and software malfunctions and identify appropriate maintenance requirements.
- Strong work ethic and dedication to assigned tasks.

REPORTS TO: Superintendent

DUTIES AND RESPONSIBILITIES:

- Oversee the Department of Technology to include but not limited to the following:
- Direct the development, implementation and ongoing maintenance of a district technology plan that supports the state technology plan and provides a long range vision for technology within the school district.
- Coordinate and supervise procurement and installation of hardware and software for administrative and data management systems throughout the district.
- Coordinate and supervise staff training for office clerical administrative personnel.
- Coordinate procurement and supervise installation of hardware and software for instructional support.
- Coordinate, supervise and provide instructional personnel and support personnel staff training in the utilization of technology.
- Coordinate any public forums, seminars or other technology related events conducted within or as the responsibility of the school district.
- Work closely with Director of Technology in the implementation of local and state technology initiatives and mandates.
- Oversee construction projects throughout the district.
- Provide accurate and timely reports on current construction and maintenance projects throughout the district.
- Provide advice to the superintendent regarding payouts as they are received.

- ~~Provide efficient leadership regarding construction and maintenance issues as they occur int he field.~~
- ~~Act as the focal point for all communications with the district architect.~~
- ~~Plan Construction Meetings.~~

~~TERMS OF EMPLOYEMENT: 232 days annually with salary in accordance with policies~~

~~EVAULATION: Performance of the Director of Operations and Support will be evaluated annually, by the Superintendent in accordance with the provision of board policy.~~

Policy GFBEB: Job Description: Bus Aide

Status: DRAFT

Original Adopted Date: 09/19/2005 **| Last Reviewed Date:** 09/19/2005

Job Description: Bus Aide

QUALIFICATIONS:

1. High school diploma or equivalent.
2. Possess physical strength necessary to perform duties.
3. Such additional requirements as the Board may require.

REPORTS TO: Transportation Supervisor at the Attendance Center.

JOB GOAL: To assist in providing safe transportation for pupils of the school district.

DUTIES AND RESPONSIBILITIES:

1. Assists the bus driver in maintaining good student conduct on the bus.
2. Assists in loading and unloading passengers and special equipment.
3. Assures that students get on and off the bus in an orderly fashion.
4. Carry out such other duties and responsibilities as may be assigned.
5. Ability to lift/carry 30–40 lbs.
6. Ability to push/pull 50–70 lbs for wheelchair and/or equipment.

Terms of Employment: 180 days

Sick Leave:

At the beginning of each school year, all full-time bus aides shall be credited with five (5) sick leave days. Of these days, two (2) may be used annually as personal days. Such personal leave shall not be taken on the first day of a school term, the last day of a school term, on the day previous to a holiday, or the day after a holiday.

Any unused portions of the above listed sick leave days shall be carried over to the next school year and credited to such non-certified staff, as long as the staff member is employed by the school district.

Policy GFAEJ: Job Description: Student and Technology Support Manager

Status: DRAFT

Original Adopted Date: 07/19/2021 **| Last Reviewed Date:** 07/19/2021

ESSENTIAL FUNCTIONS:

- To coordinate and oversee all technical functions related to student information for the school district
- To maintain E-Rate documentation and compliances with E-Rate regulations
- To provide support to special student populations to include homeless and foster care students in collaboration with school personnel
- To maintain assets and purchasing for the technology department

QUALIFICATION REQUIREMENTS:

- Minimum of 3 years of experience
- High School Diploma; specialized training in Central Access Student Information Programming
- Experience with SAM Spectra, Title I, Crate, and other Student Information Systems.
- Knowledge of E-Rate
- Knowledge of K-12 purchasing guidelines and laws

REPORTS TO:

Director of Information Technology and Director of Federal Programs/Student Services

PERFORMANCE RESPONSIBILITIES:

- Assist the technology directors with E-Rate
- Maintain E-Rate documentation and compliances with E-Rate regulations
- Keep Technology Directors informed of upcoming E-Rate deadlines and trainings
- Attend E-Rate training when needed
- Perform E-Rate audits to ensure compliance and report finds to technology director
- Purchasing for technology department
- Maintain technology department assets
- Assists in distribution of technology purchased for the schools
- Serves as the Homeless Liaison
- Assures that homeless students are fully integrated into the school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education.
- Coordinates and collaborates with the state coordinator, school personnel and community organizations responsible for the provision of education and related services to homeless students.
- Acts as a liaison between schools, shelters, and the community on behalf of homeless students.
- Ensure that homeless students receive educational services for which they are eligible, and referrals to health-care services, dental services, mental health services and other appropriate services.
- Ensure that public notice of the educational rights of homeless students is distributed where such students receive services
- Ensures that the parent of a homeless student, or any unaccompanied homeless student, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing appropriate transportation.
- Maintains federal documentation of homeless students and disseminates this information to appropriate departments
- Inform parents, guardians, and caregivers of homeless children and youth of opportunities and services available in the community.
- Collect data and information on such students that will help the Federal Program/Student Services Director prepare federal grant applications and secure services for such students.
- Other duties may be assigned as needed.
- Serves as the Foster Care Point of Contact (POC) and acts as a liaison between the state and the district.
- Serves as the Secondary MSIS contact for Student Services
- Serves as an administrator of the Student Information System (SIS)
- Act as district liaison for Student Information System (SIS)
- Coordinate and schedule training for district personnel on (SIS)
- Schedules and completes Affidavits of Residency for all attendance centers; maintain district spreadsheet of Affidavit recipients

- Any other duties as assign by Student Services and/or IT Directors

TERMS OF EMPLOYMENT:

A portion of this salary will be federally-funded. Employment will be for 12 months/232-days

SALARY SCALE: Based on school board policy GGBS

EVALUATION:

Performance in this position will be evaluated annually by a Director of Information Technology and the Director of Federal Programs/Student Services in accordance with provision of the Board's policies on evaluation.

Policy GFAEN: Job Description: School Technology Leader

Status: DRAFT

Original Adopted Date: 12/11/2023 **| Last Reviewed Date:** 12/11/2023

The primary purpose of the School Technology Leader is to assist the faculty in integrating appropriate and innovative technologies to support, enhance, and extend student learning in a manner that contributes to a high student academic performance in Jackson County School District from a school level.

ESSENTIAL FUNCTIONS:

- Identify Technology Professional Development needs at the school and work with EdTech Specialist to develop training
- Identify and meet with key personnel at the school that can help assist with technology
- Hold monthly trainings for identified technology PD needs at the school
- Help information technology department by promoting changes or new initiatives
- Periodically meets with the EdTech department to plan/train on new technology
- Maintain school website and media outlets

QUALIFICATION REQUIREMENTS:

- Bachelor's Degree
- Hold at least a valid class "A" MS Educator License
- Three Years Teaching Experience
- Demonstrated ability to lead teachers in the implementation of research based effective programs to successfully meet all state curriculum requirements
- Knowledge, experience, and successful implementation of educational technology in a classroom setting

SPECIAL QUALIFICATIONS:

Advanced Technology and Instructional skills are required to perform the essential functions of this position.

LANGUAGE AND REASONING SKILLS:

Ability to understand written or oral instructions: read, analyze and interpret complex documents, instruction manuals, policies and procedures is essential. Excellent communication skills are required. Strong interpersonal skills are essential to maintain effective working relationships with others. The ability to work effectively and efficiently, under stressful conditions, to ensure deadlines are met is essential.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position is required to sit and stand for moderate periods of time and the ability to see and hear.

WORKING ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. This position typically works in a well-lit, climate controlled, and adequately ventilated office environment and requires observance of safe work practices, fire regulations, and avoidance of falls, trips, and similar office work hazards. The stress level for this position is moderate and the noise level for this position is low to moderate normally.

TERMS OF EMPLOYMENT:

This is a supplemental position. Please see the list below.

- One Employee
  - East Central Lower Elementary
  - East Central Upper Elementary
  - East Central Middle
  - East Central High
  - St. Martin East Elementary
  - St. Martin North Elementary
  - St. Martin Upper Elementary
  - Vancleave Lower Elementary
  - Vancleave Upper Elementary
  - Vancleave Middle
  - Vancleave High
- Two Employees splitting the duties ($1,000 for Primary~~one person~~; $500 for Secondary~~one person~~)
  - St. Martin Middle
  - St. Martin High

EVALUATION:

Evaluation of this position will be performed by the EdTech Specialist and Administrative Technology Supervisor with input from the building level principal. Criteria of success will include: surveys, formal training plans, delivered training.

Pay Scale:

GGBB – Salary Scale Supplement Scale

Policy GFAEK: Job Description: Diagnostic Technician

Status: DRAFT

Original Adopted Date: 06/12/2023 **| Last Reviewed Date:** 06/12/2023

Qualifications:
1. High School Diploma or equivalent
2. Experience with computer and word processing

Reports to: Director of Special Education
Duties:
1. Will gather information pertaining to data collection for MOE profile reports
2. Will compile data within specified timelines for the child identification process (MET Team)
3. Work with psychometrists and case managers to maintain a list of students as well as continued tracking of the process.
4. Disseminate information to principals, teachers, and parents as directed by the Director of Special Education and the Lead Diagnostic.
5. Maintain files on all Assessment team reports.
6. Perform secretarial duties such as copying, filing, and answering incoming calls.
7. Copy and assemble initial and reevaluation packets
8. Maintain a filing system of special education forms necessary in the referral to placement process.
9. Organize data regarding all referrals for comprehensive assessment to disseminate to the appropriate facilitator.
10. Maintain accurate computer data on all students in special education.
11. Meet the public in a pleasant, respectful, and courteous manner: assisting public as required or desirable.
12. Complete required records request promptly, accurately, and competently.
13. Competent filing and retrieval of information.
14. Work with other employees in a cooperative, courteous manner at all times.
15. Maintain working condition of copy machine by directing necessary maintenance requests to personnel as needed.
16. Normal workday: 8 hours per day
17. Will perform any other duties as requested by the Director of Special Education.

Terms of Employment: 180 days employment per year. Salary approved by the Board of Education policy GGBD.
Evaluation: Performance in this position shall be evaluated regularly by the Director of Special Education on the basis of job duties.
Salary Scale: The diagnostic technician will be paid on the teacher's assistant salary scale GGBD.

Jackson County School District 2026/2027 — Students & Teachers — DRAFT #1

July 2026

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

	School Holiday
	Teacher Work Day/No students
	Quarter Begins
	Quarter Ends
	Report Cards
	Progress Reports
	60% Day for Students

5/20/27 – ECHS Graduation
5/24/27 – SMHS Graduation
5/25/27 – VHS Graduation

Inclement weather make up days:
First semester – 12/16/26 & 12/17/26
Second semester – 5/27/27 & 5/28/27

Summer Break begins for students – May 27, 2027

REGISTRATION INFORMATION: TBA

JACKSON COUNTY SCHOOL DISTRICT
EAST CENTRAL HIGH SCHOOL
TEST SECURITY PLAN
January 2026 - December 2026

Assurances:

We assure that East Central High School will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and the Mississippi Code § 37-16-4. We understand that there is one Security Plan governing the school district and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Lindsay Ditsworth	Lindsay Ditsworth	11/11/25
School Test Coordinator	Signature	Date
Jaimie Tiblier		11/11/2025
Principal	Signature	Date
Dr. Tanya Sonnier	Tanya Sonnier	11-11-25
District Test Coordinator	Signature	Date
David Baggett		11/11/25
Superintendent	Signature	Date

Tests administered at East Central High School

- MAAP-English II, Algebra 1, and Biology
- MAAP-A
- ACT and ACT WorkKeys
- ELPT
- Las Links Screener/Placement

School Testing Schedule

The ECHS testing schedule will be attached to this plan as testing dates have been assigned. These dates will be set in accordance with the Mississippi Department of Education's State Assessment Calendar. Make-up dates will fall within the testing window, but depending on the situation, may not be listed on the testing schedule.

School Training for Test Administration Personnel

The STC will attend any training as required by MDE or the DTC. After training, the STC will be responsible for training any staff on the ECHS campus who will be involved in testing throughout the school year.

- Training Sessions will cover (but not limited to)
    - District and School Test Security Plans
        - TSP includes information on handling secure materials and distribution.
    - Appendix F/Mississippi Code of 1972/Senate Bill 2258
        - TAs must be licensed school personnel who hold a MS Educator License and employed by the Jackson County School District.
        - Proctors are not required to be licensed, unless they are the Second Scorer for a MAAP-A administration or administering a state assessment for a homebound or incarcerated student. In these special cases, the Proctor/Second Scorer must be licensed.
        - Test Confidentiality Agreements will be signed at the conclusion of training. Attendees will have the opportunity to review and ask any questions before signing to ensure they understand the agreement.
        - Electronic Device Agreements will be reviewed in training but are not required to be signed until test days.
        - Violations and consequences of test security will be presented.
        - Test Irregularities will be reviewed, the different levels of priority will be discussed, and how to report irregularities will be addressed.
            - Emergency procedures will be explained.
        - Expectations of Test Administrators, Proctors, and Hall Monitors
            - Actively monitoring students and test rooms
            - Ensuring test room set-up is in compliance with the assessment being given.
                - No information on the walls that could aid students in their assessment.
                - Adequate spacing of desks/tables.
        - Food and drink regulations will be explained.
        - When available, review TAM for assessments.

- ACT/ACT WorkKeys
    - Training will be provided to staff from ACT/ACT WorkKeys videos and modules.
- STC, IDEA, ESL, and TST teachers will collaborate to prepare and deliver accommodations to students with IEPs, 504s, and LSPs accurately.
- All trained staff will be eligible to be a Test Administrator (MS Licensed only), Proctor, or Hall Monitor.

Handling Materials

Storage and Access to Secure Test Materials for School

- Receiving Materials
    - All MAAP, MAAP-A, ELPT, and ACT materials that are to be delivered (paper testing or accommodated items, etc) will be retrieved from the District Office by the STC and one other person, who must be trained in test security.
    - All received materials are to be accounted for by the DTC and one other person before the STC signs to receive materials-ensuring the numbers received are correct.
    - Once returned to campus, the testing materials will be locked in the ECHS Secure Vault.
        - The Vault is located in the back hall at the end of 3rd hall inside ECHS. The key to the Vault and the filing cabinet within is kept by the STC only. The STC may give the key to Kelli Higginbotham, Janie Tillman, or Christine Willis for retrieving materials if the STC is unable to retrieve them, and they must be accompanied by a second, trained person.
- Access to the ECHS Secure Vault is primarily accessible by the DTC and STC, other individuals who are trained in test security may accompany them to ensure the "rule of 2."
    - Any access to the Vault must be documented on the clipboard which stays on top of the filing cabinet. Documentation includes the names of the people accessing Vault, what they are accessing, and the time in/out of access.
    - There is open shelving for storage of test items, materials, past and present Audit Binders, extra calculators, clocks, bins, etc.
    - The locking filing cabinet will be used to store test tickets, scratch paper, and other secure test materials until at full capacity.
    - Individual names of who has been trained in test security are located in the Audit Binder, as well as their Test Confidentiality Agreement.
- Secure Materials include but are not limited to
    - Test booklets
    - Test answer documents
    - Paper tests
    - Scripts (Read-aloud, Human Reader, etc)
    - Used scratch paper
    - Student test tickets
    - Reference sheets and writing rubrics
    - MAAP-A TAM, task cards, and scoring sheets

    - Used supplemental aids
    - Access codes
    - Seating charts
    - Calculator-once cleared before testing
- Test Administration Manuals will be printed and placed in the test room binder for each assessment. TAs will have access to the TAM before testing, unless it is for MAAP-A which necessitates a second person to view and prepare for testing.
- Human Reader/Read-Aloud Scripts, Large Print materials, Paper Tests will be kept in locked storage within the Vault.
- Test tickets will be printed and prepared in the company of the STC and one other person who is trained in test security during the preparation process of testing. Tickets will be printed in the STC's classroom from the STC computer. Once printed, the tickets will be counted, organized by test room, and stored in the room's testing binder. This process may take place over multiple days, if time does not allow for completion in one sitting.
    - If multiple assessment tickets are printed, each set of tickets will be counted and documented.
    - Tickets for the first assessment will be placed in the testing binders. All other test tickets will be counted, organized, and placed in the filing cabinet for retrieval at the appropriate time.
- When allowed, scratch paper will be given to each TA for an assessment. Scratch paper must be counted upon entry and exit of the testing room. Students may use their test ticket as scratch paper first, and then ask for additional scratch paper. If a student receives an additional piece of scratch paper, the TA will mark a "tally" by the student's name on the seating chart for each piece they receive, only giving one piece at a time.
- Seating charts will be prepared by the STC and will be located in the room testing binder for the TA to reference when seating students for their assessment. The STC will seat students according to accommodations, if applicable.
- Test day distribution will be by the STC and Alicia Maples. If Mrs. Maples is unavailable, another person trained in test security will assist. The STC and assistant will retrieve and sign-out all secure test materials from the Vault the morning of the assessment. All materials will be pre-sorted and in tubs. Tubs will be distributed by the STC and assistant and material quantities will be verified by each room's TA, which will then be signed off on the Materials Check-in/Check-out sheet. Each tub will have:
    - Test Room Binder: Materials Check-in/Check-out sheet, Seating Chart (with accommodations, if applicable), Accommodations explanation (if applicable), Test Tickets, Electronic Device Agreement for Students and Staff, Irregularity Form, Communication Log
    - Test Booklets, if applicable
    - Scratch Paper, if allowed for the assessment
    - Rubric or Reference Sheet
    - Clock, Timer, Pencils, Pens

    - Calculators, if allowed, may be in a separate tub, due to space limitations in a tub.
- Materials will be distributed to students by the TA and proctor. TA and proctor will distribute materials in accordance with the TAM, ensuring students receive the correct materials. As students complete the assessment, the TA and proctor will gather materials and inform the student to remain quiet until testing is complete. Once the test room is finished, the TA/proctor will notify the hall monitor who will radio to the STC to gather materials for the test room.
- After testing, the materials will be collected and verified by the STC. The STC must sign off on the Materials Check-in/Check-out sheet before the test room is dismissed. If any materials are missing, the materials must be located, or an irregularity must be filed and the STC must notify the DTC. The STC and assistant will return tubs to the Vault when there is a break in rooms finishing, or when the cart is full.
- Materials that are considered secure but not returnable to the vendor will be shredded in the office shredder by the STC and an assistant on the day which the DTC has designated. After shredding, the STC will sign the STC Certification.
- If test materials must be returned to the DTC, the STC and another person will verify quantities and materials before packing. The DTC will verify materials before sealing to return to the vendor.
- If, at any time, materials are missing, the STC will investigate. If the materials are not located within a reasonable amount of time, the STC will notify the DTC.

<u>Additional Procedures during Test Administration</u>

- Protocols for school monitoring of assessments:
    - Role of the STC: prepare materials, monitor test administration, ensure test security is maintained, assist in testing problems, observe testing areas, ensure test staff are performing their duties properly.
    - Role of the Principal: support STC in testing logistics and processes, assure that students know their expectations, assure that consequences for breaches in protocol are followed through.
    - Roll of the Hall Monitor: actively monitor each test room within their area to ensure test administration is being conducted according to the correct procedures, escort students to the restroom or nurse, as needed.
    - Roll of the Test Administrator: prepare for the assessment by familiarizing with the TAM, maintain test security in administration of the assessment, ensure students do not have electronic devices in the test room, ensure no wall posters or boards in the test room could assist students on the assessment-if they do, remove them before testing begins, follow procedures as laid out in the TAM during administration, actively monitor student activity, inform STC of any irregularities or problems, ensure no food or drink are brought into the test room.
    - Roll of the Proctor: assist the TA during assessment administration, ensure students do not have electronic devices in the test room, maintain test security in administration of the assessment, actively monitor student activity, inform STC of

any irregularities or problems, ensure no food or drink are brought into the test room.

- If a test administration requires or allows for restroom or stretch breaks, the TA will notify the STC when it is time for the test room to break. The TA and proctor will account for all test materials before breaking to ensure students are not taking items with them: booklets, chromebooks, tickets, scratch paper, calculators, etc. Students will be informed that they may not get their phones or any electronic devices from their backpacks during the break time. The TA and Proctor will either stay with the materials while students walk to the break/restroom area, or the STC will take up materials from the TA and lock them up for the duration of the break, if the TA and Proctor need the break, as well.
- If test rooms are projected to miss lunch, the STC will notify the TA when 30 minutes of regular lunch waves remain. The STC and TA will account for all test materials and lock them and the chromebooks up. Students will retrieve lunch boxes from the hallway, or be escorted to the cafeteria to retrieve a tray. Students, TA, and Proctor will eat lunch in the test room. Once the 30 minute lunch and restroom break are over and cleaned up, the STC and one other person will deliver test materials back to the test room. Materials will be signed back into the room, ensuring security measures are still followed.
- Rooms with no accommodated students will remain for the duration of testing in the room, unless all students have completed the assessment.
    - If in an accommodated room and only 1 or 2 students are still testing after a period of time, the TA and Proctor will collect test materials from the students who are done, verifying all materials are accounted for before allowing students to leave. Once collected and verified, the students who are finished will be allowed to quietly leave the test room.
- Once a student completes his/her online assessment, he/she will raise their hand. The TA and Proctor will watch the student submit the assessment and log out of the chromebook before closing it. The TA and Proctor will collect the student's test materials and instruct the student to sit quietly.

<u>Irregularities</u>

- All test irregularities observed in the test room will be documented by the TA in the room testing binder. If the irregularity is a "high priority" irregularity, the TA and/or Proctor will notify the STC immediately. If the irregularity is "medium priority," the TA and/or Proctor will document in the room testing binder. If the TA/Proctor are unsure of what to do in an irregularity situation, they will notify the STC for guidance. The STC will notify the DTC of irregularities at the appropriate time: high priority-immediately; medium priority-at the end of the test sessions.
- In the event of an emergency, test security will be upheld, if at all possible. However, this may not always be possible.
    - Fire, Bomb Threat, or Severe Weather: TA and Proctor will work together to account for all test materials before allowing any students to leave the test environment. Due to the probability of multiple test rooms evacuating at the same time and the

STC not having the ability to collect materials in time, once the TA and Proctor have accounted for all test materials, the room will be evacuated and the door locked and closed. The TA will document the time of their exit, so each room's evacuation time can be documented on the irregularity forms. The STC will notify the DTC of the evacuation immediately.

- Once the building is opened back up, a "start of day" procedure will be enforced. All students must be checked for electronic devices, and materials will be counted and documented properly to ensure test security is upheld.

- In the event of a power or network outage:
  - Power Outage-The STC will notify the DTC immediately. If the power outage lasts longer than 30 minutes, the STC and an assistant will visit each room with flashlights-if necessary- to collect test materials. The STC will await direction from the DTC for next steps.
  - Network Outage-The STC will notify the technology staff and DTC immediately. If the outage lasts longer than 10 minutes, an irregularity must be reported. After consulting with the technology liaison and DTC, a determination will be made on whether students will be allowed to continue testing or if we must begin on another day. If the determination is made to test on another day, test materials will be gathered and accounted for and returned to the Vault.
- Electronic devices are prohibited within the test room. A metal detector wand will be used by school administration on all students and staff who are involved in testing to ensure no electronic devices are on their person. Electronic devices include but are not limited: Cell phones, Bluetooth Earbuds, Smart Watches, Fitness Trackers, Smart Glasses, Fitness Rings, etc. Upon entry to the test room, Students and Staff will sign Electronic Device Agreements and will be reminded of the consequences of breaking this agreement.
  - The STC will keep a laptop in the test area to monitor progress of testing.
  - The Hall Monitors, STC, and office staff will keep walkie talkies to call for assistance, if needed.
- Consequences for violating the electronic device policy
  - If a staff member violates the Electronic Device Agreement, he/she will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to 3 days. This includes violations by the teacher for bringing a device into the test room and/or permitting a student into the testing room (intentional or unintentional) with an electronic device.
  - If a student violates the Electronic Device Agreement by bringing an electronic device into the test room, he/she will receive an office referral which may include up to 3 days of out-of-school suspension. Additionally, the student's test scores and possibly the class scores may be invalidated.
- If a TA or Proctor suspects cheating, the STC should be notified immediately of the situation and in turn, notify the DTC, who will give guidance of what to do next.

- Any student who needs to use the restroom during a test administration will notify the TA and proctor. The TA/proctor will hold their "Assistance Needed" card into the hallway which will notify the Hall Monitor. The TA will document the time the student left the room and when they return. The Hall Monitor will take one student at a time to the restroom and wait with them. Students who take a restroom break, unless accommodations allow for different, will lose any time that the restroom break takes.
- Any staff member who needs to use the restroom during a test administration will notify the Hall Monitor using the "Assistance Needed" card. If the Hall Monitor is licensed, he/she may take the place of either TA or Proctor. However, if the Hall Monitor is not licensed, he/she can only take the place of the Proctor. If the TA needs to be replaced, a licensed employee will be called up to take his/her place in the test room.
- If a student becomes ill during testing, the TA/Proctor will notify the Hall Monitor and document what time the student leaves the test room and what time they return. The Hall Monitor will take the student to the nurse to assess. If it is determined that the student cannot complete testing, the Hall Monitor will leave the student with the nurse and return to inform the TA that the student will not return. The TA must fill out an irregularity. The STC will inform the DTC, so the student may be able to test on a different day.
- If a TA or Proctor becomes ill during testing, he/she will notify the Hall Monitor using the "Assistance Needed" card. If the Hall Monitor is licensed, he/she may take the place of either TA or Proctor. However, if the Hall Monitor is not licensed, he/she can only take the place of the Proctor. If the TA needs to be replaced, a licensed employee will be called up to take his/her place in the test room. If the Hall Monitor takes the place of the TA or Proctor, another Hall Monitor will be called up to take his/her place.

<u>Calculators</u>

- Students will not be allowed to bring their own calculator into testing. The STC will provide each test room with an appropriate amount of calculators. Calculators will be cleared of all formulas and saved data before testing by Math Department teachers. Once collected and documented amounts, the calculators will be considered secure-to ensure no one tampers with them. Calculator history will be cleared by the STC and another person before returning the calculators to the Math Department teachers. Extra calculators will be cleared and kept in the Vault.

<u>Seating Charts</u>

- Students taking an assessment will be assigned a testing room in alphabetical order. Once class sizes have been determined and students assigned to each room, the STC will create a seating chart to be followed by the TA and Proctor in seating the students. The STC will take into account that accommodated students may have accommodations for preferential seating.
- Seating charts will include student names, MSIS numbers (if applicable), and accommodations (if applicable). The TA, Proctor, and STC will sign at the bottom to assure the students on the chart match the students in the room. The TA and STC's license numbers will also be documented.

Accommodations

- All IEP, 504 Plan, LSP, or other learning plans will be followed for all students, in accordance with Federal law, State law, and the State Board of Education.
- The STC must receive all students' state accommodations pages from their service plan within 1 month of the start of school, or within a reasonable amount of time after a student receives their initial plan. The STC will keep all plans on file for review when planning for assessments.
- The STC will assign accommodations per the plan for testing during the initial setup of the assessment. Before printing test tickets, the STC will verify again that all students who should have accommodations are accurately documented.
- The STC will ensure the TA understands what accommodations mean and the expectations of giving the student his/her accommodations. The TA will have a copy of the accommodations explanation page from the MTAM.
- Accommodation 25 will be guided by MDE's chart. The student will be notified that once he/she reaches the stopping point to notify the TA and Proctor. Once the student reaches the stopping point, the student's test materials will be collected. To alleviate the student from accessing the materials later, the student's access code will be changed, if possible.
- If a student's accommodations are for Braille/Large Print materials or Scribe/Reader: Scribing will be done with 2 people present for paper/pencil testing. A reader meeting will be conducted for all Human Readers. Readers will sign a Staff Statement of Assurance, which guarantees they understand the guidelines for reading a test to a student. If a student has a scribe accommodation for an online assessment, the scribe will sign a Staff Statement of Assurance; the student will test alone; the scribe may not be the test administrator or proctor; the scribe must input answers as the student dictates in the presence of the TA and Proctor.

Medical Monitoring Devices

- A medical monitoring device must be documented in a student's IEP or 504 Plan. If one is not available, it must be written and include the appropriate documentation from a medical professional. The IEP or 504 Plan will be kept on file with the STC and available to MDE upon request.
- Any student using a cellular device or application for medical monitoring must not have the device in their possession during testing. The device may be in close proximity to the student but have all long-range connectivity (cellular and/or wi-fi) turned off, as long as it will not interfere with the medical function. Bluetooth may be left on to communicate to the device.
- A student requiring a medical monitoring device may test in a small group or in a regular test session with a TA, Proctor, and an individual to monitor the device, **OR** a student may test individually with a TA and Proctor.
    - The individual monitoring the device must be trained to do so.
    - If the student tests in a regular room, the student will be seated near the back of the room with the device behind- but in close proximity to- the student.

- If the device reacts to a medical situation, the student's test will be paused while he/she steps out of the room to take care of the situation. Once the student re-enters, the test will resume. The TA will document the amount of time the student was out of the room.

ACT and ACT WorkKeys

- ACT and ACT WorkKeys have different test security guidelines than all other testing platforms. ECHS will abide by the rules and regulations of the ACT/ACT WorkKeys platform in receiving materials, submitting and providing accommodations, preparing materials, distribution of materials, administration of the assessment, test security, and return of materials. The STC will assume the role of the Test Coordinator for ACT/ACT WorkKeys.

LAS Links Screener Procedures

- The LAS Links screener/placement test will be conducted to determine the level of proficiency and for appropriate placement for EL students only.
- EL students will be identified using the Home Language Survey, which will indicate that a language other than English is spoken at home by the student.
- The screener/placement test will be administered by the LEA local school counselor and scored by the local school counselor to determine English Language proficiency level.
- The EL Coordinator/Interventionist will be responsible for training new school counselors to ensure that the screener/placement test has valid and reliable results.
- The results will be placed in the student's cumulative record. The school counselor will be responsible for the LAS Links screener/placement test.

Food and Drink

- Students may not have any food or drink in the test room, unless documented in an IEP or 504 Plan.
- TAs and Proctors may bring either a cup with little to zero writing/decoration or a water bottle with the wrapper removed. No snacks or mints are allowed.

EAST CENTRAL LOWER ELEMENTARY
Test Security Plan
January 2026 - December 2026
Jackson County School District

We assure that **East Central Lower Elementary** will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code §37-16-4. We understand that there is one Security Plan governing the school district and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Angela Sievers School Principal		Signature	11/7/25 Date
Deanna Collins School Test Coordinator	Deanna Collins	Signature	11-7-25 Date
Dr. Tanya Sonnier District Test Coordinator	Tanya Sonnier	Signature	11-7-25 Date
Mr. David Baggett Superintendent	David Baggett	Signature	11/10/25 Date

Name of Tests:

- Kindergarten Readiness Assessment (KRA)
- English Language Proficiency Test (ELPT)
- Mississippi Academic Assessment Program (MAAP)
- Mississippi Academic Assessment Program- Alternate (MAAP-A)

Testing Windows:

- Kindergarten Readiness Assessment (KRA) **(BOY, MOY & EOY) testing windows determined by MDE)**
- English Language Proficiency Test (ELPT), Mississippi Academic Assessment Program (MAAP), Mississippi Academic Assessment Program- Alternate (MAAP-A) **(testing windows determined by MDE)**

1. See attached School Testing Calendar.

School Training:

2. The School Test Coordinator (STC) will conduct a training session for all test administrators, proctors, and hall monitors prior to the administration of statewide assessments. Proper procedures for administering the test and test security regulations and consequences for violations will be discussed. A dated agenda and participant signature sheet will be maintained. The District and School Test Security Plan will also be discussed. A copy of all training materials will be given to each participant. A copy of the dated agenda, handouts, documentation of consequences or testing violations, and any slideshow presentations utilized during training will be provided to the District Test Coordinator (DTC) and kept on file in the STC's office in the testing binders. A copy of the materials mentioned above will be uploaded to the district Shared Drive.

3. Certified Teachers will be utilized as test administrators, test proctors, and hall monitors during state testing windows. The license of each certified teacher will be kept on file. Non-certified staff will be utilized as test proctors and hall monitors during state testing windows.

Handling Materials:

4. All test materials will be retrieved from the district office. The STC and another personnel member will transport test materials back to campus after verifying all materials with the DTC or another designee and placed in a secured testing area in the STC office. Additionally, the STC and another personnel member from East Central Lower will return all test materials to the district office upon completion of the assessment. Secure materials include, but are not limited to, any material containing student identifiable information, student responses and/or test content which can be included on the following: paper accommodated materials, read-aloud paper scripts or log-in tickets for scripts, reference sheets, used scratch/graph paper, student testing tickets, MAAP-A Test administration manuals/task cards/scoring sheets, used accommodation 48 supplemental aids, access codes, seating charts. The STC will be the primary individual with access to the secure storage area. In the absence of the STC, the ECLE MTSS Coordinator, and ECLE Guidance Counselor will have access to the secure storage area.

5. Testing tickets will be printed, in the STC office, by the STC with another trained person present on the day of testing or no later than 48 hours prior to the first scheduled assessment and locked up with secure testing materials until time for test administration. The STC and another trained person will distribute testing materials to the individual testing room. The distribution of secure test materials will be completed in pairs with at least one of the team being certified.

6. Prior to test day, the STC will have a basket for each TA. This basket will include read aloud scripts, log-in tickets/access codes, scratch paper, classroom testing logs, pencils, etc. Teachers will create a seating chart. The seating charts will be printed and placed in the testing basket as well.

7. On a scheduled testing day, the STC will deliver, using a push cart, each testing basket to the appropriate TA. The TA will sign verifying all documents for testing are accounted for and accurate. After testing is completed, the TA will verify in the presence of the STC that the basket has all secure materials included. The TA will sign that everything has been checked. The STC will keep each basket on the push cart and be supervised by the STC and a trained hall monitor until all testing is complete. The STC and a trained TA or TP will return all test materials to the STC's office upon completion of all tests for the day. If there will be additional testing the following day, the STC will prepare baskets for the following day with an approved personnel member.

8. Prior to testing, scratch paper will be counted and placed in each testing basket. Scratch paper will be given to each student along with their login codes. The TA will keep track of any additional scratch paper given and notify the STC when materials are retrieved after testing.

9. Students will not enter the testing area until they are asked to do so. The students will be lined up in alphabetical order, by last name, and will be called into the testing room one at a time to be placed in their proper seat according to the seating chart. Test materials will be distributed by the TA in the classroom prior to beginning the test. The testing tickets will be collected after the test has been completed. All materials will be returned to the STC after all students have completed the test. Students will stay in their designated classroom until all tests have been completed. In case a student has to leave the testing room at any time during testing, the student's test will be paused or stopped and the student will be logged back in when they return to the testing area. This will be documented on the classroom testing log provided.

10. All materials that are not designated for return will be shredded in the STC's classroom under the supervision of an approved person on campus.

Additional Procedures during Test Administration:

11. During test administration, the Principal will oversee the personnel performing tasks related to testing. The STC will distribute and collect secure materials, communicate any tech issues with the appropriate personnel, and inform other personnel of their

responsibilities during testing. The hall monitor will ensure that the hallways are clear of personnel not authorized to be in the hallway. The hall monitor will escort students to their destination after testing has begun on the hallway. Outside of the testing classrooms will be signs posted to remind others to remain quiet and leave all technology out of the hallway. The morning of testing, teachers will collect all student bookbags and teacher laptops and place them on a cart. The cart will be stored in a designated area outside the testing area. All personnel involved in testing will also leave their electronic devices in the office prior to testing. Inside the testing rooms, content relevant materials will be properly covered and all electronic devices unplugged.

12. During the test, any student needing to use the restroom will be escorted by the hall monitor to and from the restroom. If a student has not yet completed their test and requires a restroom break, devices or materials being used by the student will be secured by using the guidelines of signing out/logging out provided by the testing company being utilized. Students will be taken individually, to the restroom, by the hall monitor, if the classroom bathroom is unavailable. Upon the student's return to the testing room, the TA and TP will help the student log back into the test, if needed. Students will be supervised at all times between the testing room and the restroom.

13. Lunch breaks will be conducted in the same manner as restroom breaks. If a student has not yet completed their test, devices or materials being used by the student(s) leaving the classroom will be secured by using the guidelines of signing out/logging out provided by the testing company being utilized. Students will return to their designated classroom after lunch to complete their test. Test administrators will help students log in to complete their test.

14. Once a student has successfully completed and submitted his/ her test, the student will log out of the testing site, close the computer, and sit quietly until all other students have finished their tests. If applicable, the TA and Proctors will collect testing tickets from students and then ask students to line up at the door one row at a time. Students will exit the testing room and return to their classroom while the TA and Proctor stay inside the testing room with the secure testing material. If a student needs to leave the classroom before all testing is complete, all secure materials will be collected by the test administrator prior to the student exiting the room.

15. In the event of an individual student emergency, such as sudden illness, a need to use the restroom, or a behavior issue arises, the test administrator will document the time the emergency arose. If the student is able to return to the classroom, they will document the

time returned and extend the student's test. The extended time given will not exceed the length of time they were out of the classroom.

16. In the event of a class or schoolwide disruption during testing, such as a power outage or network problems, the STC will contact the DTC immediately and submit the appropriate testing irregularity report. The time the event occurred and when the test resumed will be documented. Should the disruption occur to just one student, the time the test stopped will be recorded by the test administrator, and reported to the STC. The STC will work with the appropriate personnel to resolve the issue and resume the test. The documented time missed will be given to the student at the end of the test. If the disruption lasts longer than 20 minutes, the STC will contact the DTC and submit a testing irregularity report.

17. Unauthorized electronic devices are prohibited in testing areas. The hallway in which testing takes place will be blocked off and signs posted stating that no electronic devices are allowed. All personnel involved in testing will leave their electronic devices in the office prior to testing, and they will not have access to their devices until all testing has concluded. Students will be encouraged to leave their devices at home; however, before entering the testing room, the hall monitor will check the wrists of each student to ensure no students are wearing smart watches and no students have cell phones in their pockets. Should a student bring their device, it will be turned into the test administrator before testing begins and returned when testing is complete for the day. During testing, if someone attempts to walk through the testing area, the hall monitor(s) will call their attention to the testing signs, ensuring that no electronic devices are brought through the testing area.

18. If a test administrator suspects that cheating has occurred in their assigned classroom, they will report it to the STC immediately. The STC and principal will investigate the situation. The process will be reported to the DTC. Should cheating be discovered, the STC will work with the DTC to submit the correct testing irregularity report.

19. Test administrators will be properly trained on how to instruct students in submitting their test and logging off their device. When a student completes their test, the test administrator will instruct the student how to properly submit their test and log off the testing platform. This will be done before a student will be allowed to leave the testing area.

20. There is no calculator usage on the tests administered on the East Central Lower Elementary campus.

21. N/A

22. The STC will provide a seating chart template. This template will be distributed prior to testing. Each test administrator will complete their seating chart at least two days prior to testing. The STC will verify all appropriate information is included on the chart; as well as, all students and their MSIS number are listed for each class. The STC will print the seating chart and post it to the classroom door. If a student is absent the day of the test and does not need to be represented on the seating chart, their name and MSIS number will be crossed out in blue ink documenting the absence.

Accommodations:

23. The STC will verify all appropriate accommodations with the LSC prior to testing. The STC will ensure all accommodations are properly set up in each testing platform the students will utilize. The STC and LSC will review all accommodation settings prior to testing to ensure they are enabled.

24. If at all possible, a SPED teacher will be assigned to the room testing with accommodations, considering they are already aware of the student(s)' needs. Should another member of personnel be assigned to a classroom that has a student receiving accommodations, they will be informed of the accommodations and which student(s). Personnel members will be trained on how to check that the accommodations are properly working on the software. If the student is in a small group setting requiring accommodations not provided by the software, the STC will work with the LSC on campus to give appropriate training on the accommodations to be given. A copy of all IEPS and 504s will be attached to each seating chart; as well as, kept on file in the STC office.

25. Currently, there are no students receiving this accommodation (#25 testing over multiple days) on this campus. Should a student need this accommodation, our LSC will communicate this need with the STC and a test security addendum will be submitted.

26. Transcribing responses into the appropriate testing platform will be done by the test administrator under the supervision of the STC and one other trained personnel member.

27. In regards to students requiring medical devices monitoring their health, the appropriate documentation, such as an IEP or 504, will be kept in the testing audit binder. Accommodations will be listed on the seating charts. Classrooms that will have a student requiring a medical monitoring device will follow all guidelines provided by MDE. The test administrator in these classrooms will be made aware of these guidelines to ensure they are followed accurately.

East Central Middle School
Test Security Plan
Jackson County School District
January 2026 - December 2026

We assure that **East Central Middle School** will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code §37-16-4. We understand that there is one Security Plan governing the school district and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Sherie Tanner School Principal	Sherie Tanner Signature	11/7/2025 Date	206
Branda Stewart School Test Coordinator	Branda Stewart Signature	11/07/2025 Date	
Dr. Tanya Sonnier District Test Coordinator	Tanya Sonnier Signature	11-7-25 Date	
Mr. David Baggett Superintendent	David Baggett Signature	11/10/25 Date	

Name of Tests: ELPT-Cambium Assessment, Inc.(CAI), ELPA Screener/Placement Test, MAAP-A, MAAP (3-8), MAAP 8th Grade Science, NAEP

A. School Testing Schedule

- *See attached East Central Middle School calendar for testing dates*

B. School Test Training/Testing Administration Personnel

- The STC shall attend training sessions sponsored by the OSA vendors, and the DTC for any upcoming assessments.

- The STC may use the state or district level material to train the Test Administrators (TA), proctors, hall monitors, and any other testing personnel prior to any statewide assessments.
- The STC shall collaborate with special education support staff to prepare and deliver State Testing accommodations to students receiving those supports.
- TAs must be licensed school personnel, hold a valid Mississippi Educator License, and be employed by Jackson County School District.
- Proctors are not required to be licensed school personnel unless they are fulfilling the role of Second Scorer for MAAP-A administration or administering a state assessment to a homebound or an incarcerated student. These instances require the Proctor/Second Scorer to be a licensed teacher.
- All personnel involved in the administration of an assessment shall have a signed confidentiality and electronic device agreement on file prior to testing.
- A dated, detailed agenda of the training presented to each school in preparation for all assessments must be attached to the Test Security Plan.
- Training shall include information on test security procedures, violations of test security, and the consequences for those violations.

The STC will conduct training at East Central Middle School for all test administrators, proctors, hall monitors, and any school personnel involved in the administration of an assessment prior to administration of state assessments. After each training, the following documentation will be placed inside the test security binder that will be readily available for any assessment audit by the District Test Coordinator, MDE auditor, or at the request of OSA:

- A dated, detailed agenda of the training session.
- A copy of any handouts, PowerPoints, or other materials used in the training
- Documentation that participants were informed of the consequences of state testing violations, types of testing violations, and testing procedures
- Signed Test Security/Confidentiality agreements
- Signatures of all who attended the training
- A roster of all staff performing a role in the state assessments, listing of the role(s) they were trained to perform

C. Handling Materials

The following procedures for handling materials will be used for all state assessments administered at East Central Middle School.

- The STC and a certified individual (who has been test security trained), will travel to the district office to inventory and sign for all secure materials under the

supervision of the District Test Coordinator (DTC) and a second security trained designee.

- Secure test materials will then travel from the Jackson County School District in Vancleave to East Central Middle School (ECMS) with the STC and a trained certified staff member.
- Upon arrival at ECMS, the materials will go directly into a secure testing closet in Room 705. Access is limited via a locked door to only designated personnel. The following individuals have been trained in test security, have signed a Test Security/Confidentiality Agreement, and have access to the ECMS secure test closet: STC, Counselor, Assistant Principal, and Media Specialist; however, when test materials are present, no entry into the secure testing closet will occur without notification to the STC. A sign will be posted on the door of the secure closet designating personnel authorized to enter. Designated personnel will sign in/out upon entering/exiting the secure closet along with the time of entering/exiting on the log attached to the door. When materials are needed from the closet, two trained personnel (who are designated to enter the area) will follow these procedures to enter and retrieve the necessary materials. Secure testing materials will remain with two test trained individuals at all times with at least one who is certified.
- All testing materials will be located in the locked closet in Room 705.
- Secure testing materials such as testing tickets, testing booklets, MAAP-A materials will be in a locked cabinet inside the locked testing closet. All unsecure testing materials such as TAM, scratch paper, irregularity form, secure tracking form, electronic signature agreement, seating charts, and testing signs will be stored in bins labeled with each teacher's name within the locked closet.
- Scratch paper will be numbered for each testing to help monitor the number of materials coming in/out of testing classes and placed inside the teachers' bins.
- Testing tickets will be printed one week prior to the first scheduled assessment.
- Ticket information will be accessed by the STC along with one other trained personnel using the desktop computer in the testing closet. Tickets will be printed on the hallway printer. The STC and designated personnel will be present for all ticket printing.
- The end of the 700 hall will be secure while tickets are being printed.
- Once tickets are printed the STC, along with the designated personnel, will place the tickets in an envelope with the TA's name in the locked cabinet located inside the testing closet until the day of testing.
- Seating charts will be prepared a week in advance to have them in the labeled teacher's bins for the day of administration of the test.

- On the day of testing, two trained personnel, one of which is certified, will meet the STC at the testing closet to receive testing materials to be distributed to the individual testing rooms.
- The Testing Administrator (TA) and proctor will count the materials (tickets, scrap paper, etc) and indicator receipt of the materials with their signature.
- The TA will double check the seating chart and place a signed copy on the door once all students are verified. Students who are absent will be marked absent on the seating chart prior to placing it on the door.
- The TA and/or proctor will place the "Testing in Progress" sign on the door.
- The TA will distribute testing tickets by verifying the students' names on the tickets with the seating chart.
- Scratch paper will be distributed to students one sheet at a time.
- Once all testing in the room is finished, the TA or proctor will signal testing is complete by placing a sign on their door.

- The STC or designated personnel along with another trained individual will pick up testing materials from each room. Materials will be counted and initial stating that all materials have been returned. In the event that any materials are missing, it will be investigated immediately and the DTC will be notified if it is not resolved.
- The testing materials will be returned by the two designated personnel to the STC in the testing closet. Testing materials not being returned to the vendor will be placed inside a box in the locked testing closet. All materials being returned to the vendor will be placed in the box in the locked testing cabinet marked return to Vendor.
- After all testing has been administered, the STC and one other trained personnel will pack materials for the vendor to return to the Jackson County District Office for the DTC. The items will be taken from East Central Middle School to the district office, where it will be counted and left in a secure location with the DTC.
- MAAP-A Preparation:
    - A week before the first scheduled MAAP-A test, the TA shall have access to the Test Administration Booklet (TAB) and the stimulus for preparation purposes. The TA and another trained staff member will prepare the items for the first test administration in the testing closet for secure purposes. The testing materials will be stored in the locked testing cabinet located within the testing closet. On the day of testing, the STC along with one other trained personnel will deliver the test items to the TA/second scorer where the MAAP-A test will take place. When the test is finished, the STC and other personnel will return the materials back to the testing closet/cabinet. After each day's assessment, the TA/second scorer will

enter the information into the vendor platform for scoring, then prepare the materials for the following test day until all testing is finished.

D. Additional Procedures during Test Administration

- The hall monitors, two in each hall, will actively monitor the rooms to ensure TAs and proctors are actively monitoring the students. They will have access to Walkie-Talkie radios to communicate with the STC or principal if needed. At least one of the hall monitors will be a certified staff member.
- Hall monitors will escort students to the restroom one at a time. All students will be monitored at all times between the testing room and restroom. Students will pause their tests when they are exiting the room for the restroom. The TA or proctor will record the time the student left the room and time returned on the designated paper.
- The STC will utilize the vendor platform for tests on their laptop to verify all students have admitted their assessments before the students are allowed to leave the testing areas.
- All high priority irregularities will immediately be reported to the DTC. The STC may conduct a preliminary investigation, collect preliminary statements, and seek additional guidance from the DTC. The STC will notify the DTC of all medium priority irregularities when appropriate. The STC shall provide written descriptions, gather documents, and submit all documentation to the DTC for irregularities.
- In the event that any students have not completed the test by the scheduled lunch break, the following procedures will be followed:
    - All testing materials will be secured within the testing room by the TA and proctor. The students will leave the classroom followed by the TA and proctor. The door will be locked and trained personnel will remain on duty in the hallway until the student(s) returns from lunch. After approximately a thirty-minute lunch and bathroom break, the TA and proctor will enter the testing room followed by the testing students. The materials will be distributed as needed according to procedures listed in the Handling Materials section.
- In case of an emergency, monitors will be in the hallways/walkways to maintain security and to assist during emergencies within the classrooms. Any Test Administrator who has an emergency will signal for the hall monitor by placing their cone in the hallway. The hall monitor will move to the classroom door to assist with the emergency. If a student has to leave the testing room at any time during testing, the Test Administrator or Proctor will secure the student's testing materials and will document the student's name, the nature of the emergency, and

the time out/in of the classroom on a sheet provided by the School Test Coordinator. The student will be escorted by the monitor to the restroom, school nurse, or office, whichever is appropriate, and the escort will remain with the student until the student is able to return to the testing room or will escort the student to an office where he/she may wait until picked up by a parent or guardian. In the event a Test Administrator or Proctor becomes ill, one of the hall monitors will step into the classroom to relieve that person. Test Administrators must be relieved by a Hall Monitor that holds a Mississippi Educator's License.

- When students are finished and have submitted their test, the TA and proctor will collect the student's materials. Students will remain in the classroom and sit quietly until the end of the testing period. After the entire class has completed their test, and it has been verified they all submitted their tests by the STC, the class may quietly be moved to another location away from the testing area.
- Announcements will be made prior to any testing materials being distributed informing students that no cell phones or electronic devices are allowed during testing. Students will leave their backpacks and other personal belongings in the designated area prior to entering the testing area. Students will also be informed that possession of a cell phone or electronic device during testing will result in the student's test being invalidated and disciplinary action will be taken. All TAs, proctors, and students will sign the appropriate *Prohibition of Electronic Communication Devices during Statewide Tests* form. The TA will read the *Electronic Device Prohibition Policy* to the students prior to the assessment. All TAs, Proctors, Hall monitors will leave their cell phones/electronic devices in a designated area outside the testing area during test administration.
- The school principal is responsible for the development of procedures and implementation of the policy prohibiting the possession of electronic devices for students and staff within testing areas of the school.
- In the case of disruptions caused by severe weather, fire, bomb threat, or any other emergency that would cause an immediate evacuation of the school, every effort will be made to take up and secure the testing materials. If the building must be evacuated immediately, the testing materials will be left in the room and the door will be locked. East Central Middle School will adhere to the Emergency/Crisis Response Procedures set forth by the district to ensure the health and safety for our students and staff. If possible, when allowed to return to the buildings, the TA and proctor shall be the first to enter the secured testing rooms. Upon re-entry the TA and proctor will account for all the secure testing materials. Any missing or compromised testing materials will be documented, reported immediately to the STC, and this will be reported immediately to the DTC. If testing was already started, the TA will inform students how many minutes remain for the test. The

TA will fill out the test irregularity log documenting the situation including the event, time, and any other pertinent information.

- All classrooms must be free of any instructional materials on the walls or anywhere in the classrooms. Students must be spaced apart to deter the possibility of cheating. TAs and proctors must be actively monitoring the students at all times. If cheating is suspected, the TA or proctor must place the cone outside the classroom to get the attention of the hall monitors. The hall monitor shall contact the STC and principal immediately. The STC will contact the DTC immediately for further assistance. TAs and proctors will not provide coaching, hints, or assistance on test items during the testing session.
- Once a student has finished and submitted their test, the TA or proctor will verify they logged off and close their laptop.
- Students will not be able to use personal calculators. The school calculators will be provided to use on state assessments. Prior to the first day of testing, the calculators will be checked to make sure they work and are cleared. Calculators will be in each teacher's bin and will be distributed with the testing materials on days needed for tests. Each day the calculators will be checked to ensure they are cleared for the next day of testing by designated trained personnel.
- Prior to making seating charts, the STC will meet with teachers to see how their rooms will be set up for test taking. Each seating chart will consist of the following information: subject area being tested, any accommodations provided, the date of test administration, each student's name and MSIS number, name of proctor and name and license number of TA. Each seating chart will be signed by the STC and TA verifying the accuracy of the chart.

E. Accommodations

- The STC will review each IEP/504/ELL state testing accommodations page and will assign accommodations within the testing programs. The STC will verify each accommodation, and the MET chair will verify all accommodations have been assigned correctly.
- The TA/proctor will verify that each student's accommodation is listed on the seating chart. Each testing room with a student with accommodations will be provided the accommodation page to ensure those students who need accommodations with their secure testing materials. The TA and proctor will ensure the student's correct accommodations are on their testing screen or that the correct accommodation materials are provided. The TA and proctor will sign off saying the accommodations were provided.
- TAs and proctors will be trained on the stopping points for students who have the accommodation to test for multiple days. (#25) The accommodations will be

provided on the student's seating chart along with their accommodations page. The TA/proctor must communicate to the student on test day at what point the cutoff is, along with monitoring the student to ensure they do not go past the designated stopping point. The student will be instructed to stop at the designated stopping point and to let the TA/proctor know when they are at that stopping point. On the consecutive days the TA/proctor must monitor the student to ensure they do not go back to the previous day's questions.

- In the event that a student needs a large print or paper test, the test will be included with the secure materials going to the testing area.
- **Medical Monitoring Device**
    - Medical monitoring refers to the monitoring of a medical device using an application monitored by a cellular device.
    - The student must have documentation of a medical condition requiring monitoring written in a school plan such as an IEP or 504.
    - Students will be allowed to have the monitoring device in the testing room to keep watch over the medical device. The device must be silenced and away from other students testing in the room. In the case of an alert, the student will be removed from the testing room and the test paused noting the time of the stop. The student will be allowed access to their snacks/drinks if the need arises after they exit the classroom. The student will be allowed to return to their test and complete the remaining portion of the test in the time allotted.
    - The student will test in a small group or regular session with the monitor device being monitored by a designated personnel in the back of the room away from the other students.

East Central Upper Elementary
Test Security Plan
Jackson County School District
January 2026 - December 2026

We assure that **East Central Upper Elementary** will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code §37-16-4. We understand that there is one Security Plan governing the school district and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Donna Knight School Principal	Donna Knight Signature	11/11/2025 Date	214
Keely Smith School Test Coordinator	KASmith Signature	11/11/25 Date	
Dr. Tanya Sonnier District Test Coordinator	Tanya Sonnier Signature	11-11-25 Date	
Mr. David Baggett Superintendent	David Baggett Signature	11/11/25 Date	

Section A: Testing Schedule

See attached East Central Upper Elementary's State Testing Calendar

Section B: School Training/Test Administration Personnel

- The STC shall attend applicable training sessions sponsored by the OSA vendors, and the DTC for any upcoming assessments.
- The STC may use the district/state level material to formulate training for the Test Administrators (TA), proctors, hall monitors, and other test administration personnel.
- STC shall collaborate with special education support staff to prepare and deliver State Testing accommodations to students receiving those supports.
- TAs shall be licensed school personnel, hold a valid Mississippi Educators License, and be employed by the district.
- Proctors are not required to be licensed school personnel unless they are fulfilling the role of second scorer for MAAP-A administration or administering a state assessment to a homebound student or an incarcerated student. These instances require the proctor/second scorer to be a licensed teacher. 215
- All personnel involved in the administration of an assessment shall have a signed confidentiality and electronic device agreement on file prior to the testing. These documents shall be kept at the district/school for five (5) years.
- A dated, detailed agenda of the training presented to each school in preparation for all assessments must be attached to the Test Security Plan.
- Training shall include information on test security procedures, violations of test security, and the consequences for those violations.

The School Test Coordinator (STC) will conduct a training session at East Central Upper Elementary (ECUE) for all test administrators, proctors, hall monitors, and school personnel prior to the administration of statewide assessments . After each training session, the following documentation will be placed inside the test security binder that will be made readily available for any assessment audit by and MDE auditor or at the request of OSA and/or the District Test Coordinator:

- A dated, detailed agenda of the training done in preparation for the test(s). The agenda will also be attached to the Test Security plan.
- A copy of handouts, PowerPoints, or other material used in the training
- Documentation that participants were informed of the consequences of testing violations, the types of testing violations, and testing procedures
- Signed Test Security/Confidentiality agreements
- Signatures of all who attended the training
- A roster of all staff performing a role in statewide assessments, listing the role(s) they were trained to perform.

See attached a copy of the school's test security and assessment training materials and a training sign-in sheet including role(s) trained to perform.

Section C: Handling Materials

Storage and Access to Secure Test Materials for School

The following procedures will be used for all tests administered at East Central Upper Elementary.

- The STC and a certified individual (who has been test security trained), will travel to the district office to inventory and sign for all secure materials under the supervision of the District Test Coordinator and a second security trained designee.
- Secure test materials will then travel from the district office in Vancleave to East Central Upper Elementary with the STC and a trained certified staff member.
- Upon arrival at ECUE, the materials will go directly into a secure testing closet on the H-hall. Access is limited via a locked door to only designated personnel. The following individuals have been trained in test security, have signed a Test Security/Confidentiality Agreement, and have access to the ECUE secure test closet: the School Test Coordinator, Teacher 1, Teacher 2, and assistant principal; however, when test materials are present, no entry into the secure testing closet will occur without notification to the STC. A sign will be posted on the door of the secure closet designating personnel authorized to enter. Designated personnel will sign in/out upon entering/exiting the secure closet on the log attached to the door. When materials are needed from the closet, two trained personnel (who are designated to enter the area) will follow these procedures to enter and retrieve the necessary materials. Secure testing materials will remain with two test trained individuals at all times with at least one who is certified. 216
- Test Ticket printing will occur 1 week before the first scheduled assessment. Ticket information will be accessed by the STC, with at least 1 other designated personnel using STC's desktop computer located in her office on the H-Hall. The tickets will be printed using the copier/printer in the H-Hall teacher workroom and access will be denied to staff during the printing process. Testing tickets will be printed on different colored paper for each testing session. Once printing is complete the STC and at least 1 other designated personnel will transport tickets to STC's office. The tickets will then be prepared for testing days. Once prepared, the STC and at least 1 other designated personnel will transport secure testing materials to the secure testing closet until test day.

Organization and Preparation:

- All secure testing materials (testing tickets, test booklets, MAAP-A materials) will be placed inside a testing bin labeled secure testing items. This bin will be placed in the locked testing closet until the day of test administration. All unsecure testing materials (TAM, scratch paper, irregularity form, secure tracking form, electronic signature agreement, seating charts, and testing in progress signs) will be placed inside testing bins

labeled according to the testing halls. Secure and Unsecure testing bins will have a hanging folder that will be labeled with the teacher or corresponding testing room. In the secure testing materials bin, each hanging folder will have an envelope containing testing tickets. Each envelope will be labeled with the teacher, testing room number, and test name.

- After preparing secure testing tickets, the STC and at least 1 other designated personnel will fill each envelope with testing tickets and label the envelopes accordingly. The envelopes will then be placed in the corresponding hanging folder inside the secure test items bin. Unsecure testing materials will be placed inside each hanging folder inside an unsecure testing bin. All items will be stored in the locked secure testing closet until the day of testing.

MAAP-A Preparation:

- A week before the first scheduled test, the test administrator will access the Test Administration Booklet (TAB) and the stimulus for preparation purposes. The TA and another staff member will sign the materials out from the STC. They will then go into a secure location with the materials to prepare the items for the first test administration. Once preparation work is complete, the TA and the other staff member will sign the materials back into the STC. The testing materials will then be stored in the secure testing closet until the first day of testing. On the day of testing, the STC and another test trained individual will deliver the testing materials to the room where testing will take place.

217

Distribution and pick up of testing materials:

- All secure test material will be accounted for before, during and after testing. Secure materials will be signed out of the testing closet the day of test administration.
- After removal of all electronic devices (including TAs, proctors, hall monitors, and students) has been verified, distribution of the testing materials will begin.
- The STC or other designated test trained individuals will disperse the materials to the test administrators and proctors using a rolling cart. The testing cart will not enter the testing building until the building is secure.
- Once testing materials have been delivered to the classroom, the test administrator will initial the secure material tracking form once all items have been checked that they have been received.
- The test administrator will check the seating chart and place a signed copy of the seating chart on the door once all students have been verified. Students who are absent will be marked out and absent will be indicated on the seating chart.
- The test administrator or proctor will place a red "Do Not Disturb" sign on the door.
- Testing materials will be distributed to the students by the test administrator and proctor utilizing a seating chart. The seating chart will have the student's name and seat number which will also be indicated on the desk. The test administrator will distribute the testing tickets by verifying the student's name on the testing ticket.

- A copy of the seating chart will be kept inside the testing room in case changes need to be made to student seating and as a way for the test administrator to document scratch paper distribution. The test administrator will place a tally mark by the student's name who requests extra scratch paper.
- Once testing is completed, the STC or other designated personnel will collect the materials from each test administrator and will initial on the secure material tracking form once all the materials have been returned. Any missing materials will be investigated immediately, and if not located quickly, the DTC shall be notified by the STC.
- Testing Materials not designated for return to the vendor,will be shredded on the last day of the testing window associated with the specific test. Testing materials that are marked to be shredded will be kept in the secure testing closet until the designated day for shredding. Shredding will take place in the STC's office and will be conducted with two test security trained personnel with at least one that is certified. 218
- Testing materials designated for return to the vendor will be accounted for as they are packed for return. They will be packed for return and accounted for by two test security trained personnel with at least one that is certified. Any missing materials will be investigated immediately, and if not located quickly, the DTC shall be notified by the STC.
- At the conclusion of testing, the STC and one other test security trained personnel will transport all materials designated for return to the vendor back to the DTC in the district office from East Central Upper Elementary. Materials will be inventoried by DTC and other test trained personnel. When materials are verified as accurately returned, all materials will be stored at the District Secure Storage site

Section D: Additional Procedures during Test Administration

- The STC will utilize the vendor platform on their laptop to verify all students have submitted their assessments before students are allowed to leave the testing area. The STC must report all high priority irregularities immediately to the DTC. The STC may conduct preliminary investigation, collect preliminary statements, and seek additional guidance from the DTC. The STC will notify the DTC of all medium priority irregularities when appropriate. The STC shall provide written descriptions, gather documents, and submit all documentation to the DTC.
- The school's Principal is responsible for the development of procedures and implementation of the policy prohibiting the possession of an electronic device for students and staff within testing areas. The Principal ensures the policy on the prohibition of electronic devices and the consequences for violations to the policy have been properly disseminated to staff, students, and parents/guardians. Students and staff will sign an electronic device agreement before the administration of each test.
- The Test Administrator and Proctor will exhibit professional and ethical behavior through the testing session.The TA and proctor will ensure that students are placed according to

the seating chart and that the spacing of students is set up in a manner to reduce the possibility of students looking at other student's computers. A clock displaying the current time will be visible to students. The TA will read the test directions to the students from the test administration manual as they are written. Once the TA instructs students to begin testing per the direction script in the test administration manual the TA will document the start and end time on the seating chart and/or white board. The TA and proctor will actively engage in the monitoring of students during the administration of the test. When addressing a student, the TA and proctor will be present. Each testing room will maintain a log to document any irregularities during the test session.The TA and proctor will verify that students submitted their exam and are logged out of the vendor platform. The TA and proctor will collect test materials and account for all testing materials before their materials are inventoried for dismissal from the testing environment. The TA will use a color coded cone that is to be placed outside of the testing room door that will indicate the need for technology assistance, bathroom break, sick student/emergency, or testing complete. If the student is leaving the testing room, the TA in the presence of the proctor will instruct the student to pause their test, lower their chromebook screen, and turn over any scratch paper. The TA will document the time the student leaves the classroom and the time they return. 219

- Hall monitors will be actively monitoring halls. Hall monitors will use walkie talkies to communicate with STC. Walkie Talkies will also be used in case an emergency situation should arise. At least one hall monitor must be certified staff member in case of an emergency needing a Test Administrator to be replaced by a substitute Test Administrator. Hall monitors will also escort students to the restrooms to ensure only one student is in the restroom at a time. Students will be supervised at all times between the testing room and the restroom.
- Any TA who has an emergency situation will signal for the hall monitor using the designated color coded cone provided by the STC. The hall monitor will move to the testing door to assist with the emergency and notify the STC, nurse, or assistant principal using the walkie talkie if needed. In case a student has to leave the testing room at any time during testing, the student will be instructed to pause the test and will be escorted out of the testing area. The escort will remain with the student until they are able to return to the testing room. In the event a TA or proctor becomes ill or needs to use the restroom, one of the hall monitors will step into the testing room to relieve this person. The TA can only be replaced with another certified individual.
- In the event, a student has accommodations that require the test to go beyond lunch, the test materials will be accounted for, placed back into the secure testing bin and monitored by the STC or designated personnel and/or test trained individual. The student, TA, and proctor will remain together and lunch will be delivered to them in the testing area. Once lunch is completed the testing materials will be returned to the testing room, the TA and proctor will inventory the test materials prior to resuming the test.

- Students who complete the test before time is completed may read a fiction book that is preapproved by the teacher. Once the majority of the tested hallway is complete, the classrooms completed will be allowed to resume normal schedule with awareness of the testing environment. During extended time testing for students with accommodations once testing is completed for that student, materials will be gathered and inventoried and the STC will check for completion of portion or submission. Once verified the student will be released to their homeroom teacher or teacher designated to watch students to resume instructional day.

Emergency Procedures

- Disruptions due to severe weather, fire, bomb threat, or any other emergency which may occur requiring immediate evacuation of the facility, ECUE will adhere to a comprehensive list of emergency/crisis management procedures put forth by the Jackson County School district which is in accordance with Section 37-11-5 of the Mississippi School Safety Manual. The response procedures are through and employees are trained annually on the effective implementation of these procedures. 220
- If the emergency situation occurs before testing and time allows testing will proceed as planned. If the testing cannot be completed due to time constraints the STC will notify DTC and reschedule the test for another day.
- In the event of an emergency situation which requires evacuation from the testing environment, ECUE will adhere to the Emergency/Crisis Response Procedures set forth by the District to ensure the health and safety of our students and staff. In the event the STC and TA are unable to collect secure materials prior to exiting the testing environment, the doors to the testing rooms will be locked and closed prior to evacuating. The STC, TA, and proctors will make every effort to maintain the integrity of all secure testing materials. If possible the STC, TA, and proctor will note the time of the emergency so that the remaining time for the test can be calculated. After the emergency has subsided, the TA and proctor shall be the first to enter the secured testing room. Upon re-entry the TA and proctor will account for all the secure testing materials.Any inconsistencies that could jeopardize the security and integrity of the assessment will be documented and reported immediately to the STC and this will be immediately reported to the DTC. In the event the test resumes, the TA must inform students how many minutes remain. The TA will fill out the test irregularity log documenting the situation; noting the event, date, time, student affected, and other pertinent information.
- If the network is down or too slow to conduct scheduled testing, the STC will notify the DTC if a change in the schedule will need to occur. Testing will then be moved to another day. If the issues involving network connectivity can be resolved in a timely manner, testing will resume as scheduled if time allows. If the TA experiences any network problems during testing, they will place a color coded cone outside the room and the hall monitor will notify the STC. The STC will then notify the designated computer technology personnel to help mitigate the issue if possible. The TA will document the

testing irregularity with the start time and end time. If the description due to technology lasts longer than ten minutes the irregularity will be documented further on the irregularity form.

Electronic Devices and Suspected Cheating

- The Jackson County School District prohibits the use, display, or activation of cell phones by students during the instructional day on any school campus. Students will be informed that the possession of a cell phone or electronic communication device during testing will result in the student's test being invalidated and disciplinary actions taken. Students will sign the student Notification of Prohibition of Electronic Communication Devices form prior to each testing session. Student backpacks/belongings will be stored in an area away from testing; however, students will be strongly encouraged to leave unnecessary bags at home during their testing session. All Test Administrators' and proctors'cellphones, smartwatches, and/or fitbits will be collected and stored in the office during their testing sessions. Once their testing area has been cleared of all secure materials, electronic devices will be returned. The TA and proctor will also sign the staff Notification of Prohibition of Electronic Communication Devices form prior each testing session. All test trained personnel will be informed of the consequences of violating the electronic device policy. The testing areas will have signs indicating that electronics are not allowed in the area. These signs will be posted on all testing room doors and the entrance to the testing areas.

221

- If the TA suspects cheating during the test, the TA should set out the color coded cone. This will alert the hall monitor to contact the STC. The STC will report to the testing room and allow the certified hall monitor to step in for the TA so that the STC can collect preliminary statements. The STC will then contact the DTC to seek additional guidance. Educators are not allowed to coach the student in any capacity. Educator Coaching is defined as any words or actions of the TA or proctor during a test administration that provides a student with any suggestions or assistance in responding to questions or prompts on an assessment. TA and proctors are not allowed to speak to students unless both are present. TA and proctors will be notified of when and how to report any educator coaching. Prior to testing all content related materials should be removed or covered and classrooms will be checked prior to testing by the STC.
- When a student completes their test the students will submit their test and log off the device. The STC will verify that all students have submitted their tests before any student is allowed to leave the testing room.

Calculators

- Grade 3-5 are not allowed to use any type of calculator or other electronic device to aid in any way on state assessments.

Seating Charts

- Seating charts will be prepared in advance by the STC with the help of the classroom teacher. The seating chart will reflect the layout of the room and will be typed and/or

handwritten. The seating chart will include the following information: student's name, MSIS number, subject area, date of test administration, proctor, TA name, TA license number and any information regarding accommodations if applicable. Each seating chart shall be signed by the STC and TA verifying the accuracy of the chart. Any changes to the seating chart the day of the test will be noted on the chart by the TA to reflect absences or seat changes.

Section E: Accommodations

- The STC will receive a copy of the state testing accommodations page for all students with IEPs, 504s, or LSPs. The STC will input all accommodations for students in the vendor platform prior to testing day. The day prior to students with accommodations who are testing, the STC will check the vendor platform to ensure all accommodations are listed correctly for each student testing.
- The STC will train the staff on the state testing accommodations and how to properly provide those accommodations in regards to state testing. Seating charts will indicate accommodations being provided for each student.
- When the accommodation of consecutive day testing (25) is used the STC will provide the TA and proctor with the 2026 stopping points print out provided by MDE. The TA will instruct the students of their stopping points and will inform them that they are not allowed to go past each day's designated stopping point prior to the test beginning. Each testing day the TA is to document the start and end time for each student who is being provided with consecutive day testing on the testing room seating chart to ensure that time is accurately accounted for. The following day the TA will inform the student they are not allowed to go back to any questions from the previous day prior to testing and then will instruct them on the next stopping point if applicable. The TA will monitor the room throughout the testing session.
- When the accommodation 70, the use of transcription, is being used the TA and another test trained certified individual will do the transcription. The TA in the presence of another test trained certified individual will input the student's answers exactly as the student has written in the paper test into the vendor platform.

222

Medical Monitoring

- For students requiring medical devices monitoring their health, the appropriate documentation will be kept on file and will be available upon request. Any student using a cellular device for medical monitoring will not have the device in his/her possession during the state test assessment. The device will be kept outside the testing room by trained personnel; however, the monitoring device will be in close proximity to the student so that all medical readings are accurate and can be maintained. Sitting the student close to the door of the testing room will be considered so that if the student needs to exit the room for a medical need, the distraction to other students will be minimized as much as possible.

School Test Security Plan

Jackson County Technology Center

2026

We assure that Jackson County Technology Center will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code §37-16-4. We understand that there is one Security Plan governing the school district and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Jackson County School District		Jackson County Technology Center
District		School
Mr. Steven Covington		11/10/25
CTE Director	Signature	Date
Mrs. Rebecca Wages		11/10/25
School Test Coordinator (STC)	Signature	Date
Dr. Tanya Sonnier		11/11/25
District Test Coordinator (DTC)	Signature	Date
Mr. David Baggett		11/11/25
Superintendent	Signature	Date

Administered Assessments:

Automotive Service Excellence (ASE)

Comptia Tech+

Comptia Network+

Entrepreneurship & Small Business (ESB)

SolidWorks CSWA

A. Testing Windows
See attached CTE testing dates

B. School Training/Test Administration Personnel

- The STC shall attend applicable training sessions sponsored by the OSA vendors, and the DTC for any upcoming assessment. (Appendix F, Section IV, 6, 7, and 8).
- The STC may use the district/state level material to formulate training for the Test Administrators (TA), proctors, hall monitors, and other test administration personnel.
- STCs shall collaborate with special education support staff to prepare and deliver State Testing accommodations to students receiving those supports.
- TAs shall be licensed school personnel, hold a valid Mississippi Educator License, and be employed by the district (Appendix F, Section IV, 7c).
- Proctors are not required to be licensed school personnel unless they are fulfilling the role of Second Scorer for a MAAP-A administration or administering a state assessment to a homebound or an incarcerated student. These instances require the Proctor/Second Scorer to be a licensed teacher (Appendix F, Section IV, 7d).
- All personnel involved in the administration of an assessment shall have a signed confidentiality and electronic device agreement on file prior to testing. These documents shall be kept at the district/school for five (5) years (Appendix F, Section IV, 7b).
- Training shall include information on test security procedures, violations of test security, and the consequences for those violations (Appendix F, Section

After each training session, the following documentation will be collected:

- A dated, detailed agenda of the training done in preparation for tests
- A copy of handouts, PowerPoints, or other material used in training
- Documentation that participants were informed of consequences of testing violations
- Signed Test Security/Confidentiality agreements
- Signatures of all who attended the training

3. Certified Teachers will be utilized as test administrators, test proctors, and hall monitors during state testing windows. The license of each certified teacher will be kept on file. Non-certified staff will be utilized as test proctors and hall monitors during state testing windows.

C. Storage and Access to Secure Test Materials for School

4. All secure material shall be kept in a locked drawer in the counselor's office. Only Mrs. Wages, Mr. Covington, and Heather Hudson will know the location of the key to unlock this drawer. The only secure materials for testing are Auditors binder and seating charts. These do not require 2 persons to be present when accessed.

5. All testing National Certification testing is online and does not have secure testing tickets Students use their own login information to access tests.

6. Test materials will be organized in individual baskets for each testing room. The baskets will contain all materials needed for test day. Such as seating charts, confidentiality agreements, irregularity forms, bathroom logs, testing signs, testing scripts, scratch paper/pencil (if allowed), calculator (if allowed) and any other materials needed according to testing company specifications.

- Not all tests allow scratch paper. For applicable tests, 1 piece of scratch paper will be placed at each student testing station. Scratch paper will be collected before students are dismissed from testing area. There will be a form to notate number of scratch papers distributed and number collected.
- Used scratch paper will be shredded when testing is complete.
- Basic 4 function calculators will be given to students for tests that allow them.

7. None of the testing material is secure, so testing baskets will be distributed to TA/Proctors as they are ready.

8. Not all tests allow scratch paper. For applicable tests, 1 piece of scratch paper will be placed at each student testing station. Scratch paper will be collected before students are dismissed from testing area. There will be a form to notate number of scratch papers distributed and number collected. Used scratch paper will be shredded when testing is complete.

9. All testing at the JCTC is online and students use their own logins. No test materials have to be distributed

10. All used scratch paper will be collected and stored in the secure area in the counselor's office. It will be shredded on the district designated shred day as assigned by the DTC.

D. Additional Procedures during Test Administration

- Students will be allowed to use the restroom if needed. Only one student will be allowed in each restroom at a time. The student will be escorted to and from the restroom by trained personnel. Students will not be allowed to talk to any other student while using the restroom. The TA or Proctor will notate the restroom break on the appropriate form. Timing for each test is managed by the individual testing company and imbedded within the program. Pausing a student test is not an option when a student takes a bathroom break.
- Test Administrators and Proctors shall maintain a written record/log of any testing irregularities which may occur within the testing room during statewide assessments (Appendix F, Section IV, 17c).

11. All students in the testing environment will be monitored by trained personnel. Each testing room will have 2 trained staff with at least one of them being a certified employee. These staff will actively monitor the students who are testing to assist with technology

issues and will alert the hall monitor if cheating is suspected. Hall monitors will be trained and will help keep the hallways clear of distractions and will assist the TA/Proctors by alerting the STC in the event of issues and assisting with students who need to leave the testing room for a bathroom break. The director will assist the STC as needed.

12. If a student notifies the TA/Proctor that they need to use the bathroom, the TA/Proctor will alert the hall monitor. The hall monitor will monitor the student to ensure they do not encounter any other students. Only 1 student from each room will be allowed to leave the room for a bathroom break at a time. The TA/Proctor will ensure the student's computer is not left in a position that can be easily viewed by another student.

13. No testing at the JCTC allows for lunch breaks.

14. Some students may be allowed to be dismissed from the testing environment when they have completed their assessment. Taking into consideration to minimize disruptions for students who are still testing. This decision will be made at the STC and/or Director discretion.

Emergency Procedures:

15. If a student has an emergency, they will be allowed to leave the testing room. They will be taken to the bathroom or other area according to their emergency. Timing for each test is managed by the individual testing company and imbedded within the program. Not all assessments have a pause feature, so pausing a student test is not always an option when a student takes a bathroom break.

If the online test has a pause function the student's test will be paused. If the online test does not have a pause function, the test time will continue to run and the student will not be able to recover the lost time due to a bathroom break. If the student is unable to return to the testing STC will contact RCU to obtain guidance on how or if the student's test can be reassigned.

16. If a test is interrupted due to an emergency such as power/internet outage, sever weather, fire, bomb threat, sudden student illness, or any other event which interrupts testing, the TA, Proctor, or STC will notate the time the incident occurred. RCU will be contacted by the STC to get guidance on to move forward with the student testing. STC will contact testing company as directed.

Electronic Devices and Suspected Cheating

Only the DTC and designated computer technician(s) (IT Coordinator) are authorized to maintain an electronic communication device within testing areas/rooms. The STC may have a computer in the testing area as needed (NOT in the testing room) to monitor student progress.

Students and trained school testing personnel are not permitted to access any electronic devices used for communication, for capturing images of the test or testing room, or for data storage (e.g., smartphones, smart watches, cell phones, fitness bands, book readers, tablets (unless used for testing), pagers, cameras, non-approved calculators, music players, earbuds (unless used for TTS accommodation), etc.) that can disrupt the testing environment, or be used to compromise the validity, security, and confidentiality of the test. These devices shall be powered off and

stored in a location apart from the testing area during a test session. These devices cannot be used as a substitute for a calculator.

If a student has any of these devices during testing, this will constitute a prohibited behavior and the student's test results in that content area will be invalidated. NO EXCEPTIONS. Ensure students, especially end-of-course test takers, are aware of this policy.

Teachers and test administration personnel in possession of an electronic communication device will be reported to educator misconduct. Ensure teachers and other test administration personnel are aware of this policy.

***These incidents shall be documented on a testing irregularity/violation report form detailing the incident and immediately reported to the DTC.

17. Before students are sent to their testing rooms, instructors will ask students to leave any electronic devices in their book bags or in the classroom. Before students enter the testing environment the students will be asked again if they are in possession of any electronic devices. Students may be asked to turn their pockets out or lift up sleeves to verify no electronic devices are present. As students are signing the electronic agreement, they will be asked again if they are in possession of an electronic device. Staff involved in testing will be asked to leave electronic device(s) in their mailbox in the front office.

18. If a TA or Proctor suspects a student of cheating they will alert the STC immediately. If STC is not in the area, they will notify the hall monitor who will alert the STC. The STC will investigate the suspected cheating and will notify the DTC immediately if suspicions are confirmed. The student suspected of cheating will be removed from the testing environment.

19. Students receive their scores for each assessment when they submit the test. TA/Proctors will verify the student has received their results prior to the student leaving the testing room.

Calculators

20. 4 function calculators are the only ones allowed to be used on assessments.

21. The JCTC only uses 4 function calculators for testing and they do not have a history function.

Seating Charts

22. Seating charts will be made by the STC using information gathered from the classroom teacher to insure the best testing environment for all students.

Section E. Accommodations

23. STC will get IEP/504 from student's home campus to ensure accommodations are properly applied. Each testing company has specific procedures for marking student accommodations.

24. STC will list the appropriate accommodations on the testing basket for accommodated rooms. STC will meet with TA/Proctor to explain available accommodations to ensure the student receives their available accommodations.

25. Not testing at JCTC is available for multiple day testing

26. Transcribing information into vendor platforms is not an option at the JCTC.

Medical Monitoring

27. Any student requiring a Medical Monitoring device will be required to have an IEP or 504 listing this requirement. The student will be given the option to test in a room alone or with the group. The student will be seated in the testing room in a way that reduced the distraction to other students. A trained staff member will be assigned to monitor the student's medical device.

Jackson County School District (3000)
St. Martin East Elementary (014)
2026 Test Security Plan

Name of Test(s): Kindergarten Readiness Assessment (KRA), English Language Proficiency Test (ELPT), Mississippi Academic Assessment Program (MAAP), Mississippi Academic Assessment Program- Alternate (MAAP-A)

Section A: Testing Schedule

1. See the attached school's approved testing schedule. A specific schedule will be provided to the District Test Coordinator (DTC) prior to any test administration. The school will test in accordance with the testing schedule provided. Schedule adjustments due to unforeseeable events, such as inclement weather conditions or technology issues will be directly communicated to the DTC.

Section B: School Training/Test Administration Personnel

2. The School Test Coordinator (STC) will conduct a training session for all test administrators, proctors, and hall monitors prior to the administration of statewide assessments. Proper procedures for administering the test and test security regulations and consequences for violations will be discussed. A dated agenda and participant signature roll will be kept. The District and School Test Security Plan will also be discussed. A copy of all training materials will be given to each participant. A copy of the dated agenda, handouts, documentation of consequences or testing violations, and any slideshow presentations will be provided to the District Test Coordinator (DTC) and kept on file in the STC's classroom/office. A copy of the aforementioned materials will be uploaded to the district Shared Drive.

   Training shall include the following topics: Secure material handling, test security violations and consequences, accommodations, review of TAM, testing irregularities, emergency procedure protocols, student monitoring, classroom set up.

3. Certified Teachers with an active license will be utilized as test administrators during state testing windows. Non-certified staff will be utilized as test proctors and/or hall monitors during state testing windows.

Section C: Handling Materials

4. All test materials will be retrieved from the district office by the STC and another personnel member. After verifying all materials with the DTC, secure materials will be transported back to the school and placed in the secured testing cabinet in the testing closet. Secure materials include, but are not limited to, any material containing student identifiable information, student responses and/or test content which can be included on the following: paper accommodated materials, read-aloud paper scripts or log-in tickets for scripts, reference sheets, used scratch/graph paper, student testing tickets, MAAP-A Test administration manuals/task cards/scoring sheets, used accommodation 48 supplemental aids, access codes, seating charts.

The STC will be the primary individual with access to the secure storage area. In the absence of the STC a test trained school employee will have access to the secure storage area.

5. Test Tickets will be printed no later than 48 hours prior to the first scheduled assessment. Ticket information will be accessed by the STC, and printed in the workroom with an approved personnel member. The office copier will be used if this printer is offline. Once the tickets have been printed, they will be transported (if needed) to the STC's office to be prepared for testing then placed into the secure testing cabinet until they are retrieved before the assessment.

6. Prior to test day, the STC will create a vinyl envelope for each TA. This envelope will include read aloud scripts, log-in tickets/access codes, scratch paper, classroom testing logs, seating chart for classroom use, Test Administrator Manual (TAM), etc. Teachers will be given a seating chart template to prepare prior to testing. This will be done via Google Workspace. The STC will print all seating charts to place on the door of the classroom the morning of the test administration.

7. On the day of testing, the STC will utilize a push cart to deliver each vinyl envelope to the appropriate TA. The TA will sign that they have verified the seating chart for accuracy and counted all testing tickets given. An approved personnel member may also help distribute secure testing materials, if additional help is needed. After testing is completed, the TA will verify in the presence of the STC that the envelope has all secure materials included. The TA will sign that everything has been checked using the Secure Material Tracking Form. The STC will keep each envelope on the push cart and be supervised by another trained personnel member until all materials have been collected. Materials will be returned to the STC's office upon completion of all tests for the day. If there will be additional testing the following day, the STC will prepare envelopes for the following day with an approved personnel member.

8. The login code will serve as each child's 1st sheet of scratch paper. Each testing room will be given 25 sheets of scratch paper in their testing envelope. Additional sheets may be given upon request, if needed.

9. Test materials will be distributed by the TA in the classroom prior to beginning the test. The testing ticket will be collected after the test has been completed. All materials will be returned to the STC after all students have completed the test. Students will stay in their designated classroom until all tests in that hallway have been completed. Students needing to leave to use the restroom will be allowed to leave but will be documented on the classroom testing log provided.

10. All materials that are not designated for return will be shredded in the STC's classroom under the supervision of an approved person on campus within 5 days of the testing window closing.

Section D: Additional Procedures during Test Administration

11. During test administration, the STC will oversee the personnel performing the following assigned duties. STC will distribute and collect secure materials, communicate any tech issues with the appropriate personnel, inform other personnel of their responsibilities during testing. The hall monitor will ensure that the hallways are clear of personnel not authorized to be in the

hallway. The hall monitor will escort students to their destination after testing has begun on the hallway. Outside of the testing classrooms and testing hallways signs will be posted to remind others to remain quiet and leave all technology out of the hallway. Students will leave their bookbags in the atrium during testing. Inside the testing rooms, all words will be covered, bookbags removed, and all electronic devices unplugged and turned off or turned into the office.

12. During the test, any student needing to use the restroom will be escorted by the hall monitor to and from the restroom. If a student has not yet completed their test and requires a restroom break, devices or materials being used by the student(s) leaving the classroom will be secured by using the guidelines of signing out/logging out provided by the testing company being utilized. Students will be taken individually by the hall monitor so there will not be any chance of students discussing items. Upon the student's return to the testing room, the test administrator and proctor will help the student log back into the test if needed.

13. Lunch breaks will be conducted in the same manner as restroom breaks. If a student has not yet completed their test, devices or materials being used by the student(s) leaving the classroom will be secured by using the guidelines of signing out/logging out provided by the testing company being utilized. STC will collect all secure testing materials and store them in the secure filing cabinet for the duration of lunch. They will break for lunch in a secluded area of the cafeteria. They will not be allowed to engage or interact with any other student. Students will return to their designated classroom after lunch to complete their test. Test administrators will help students log in to complete their test.

14. When a student is finished with their test, they will remain in their designated classroom until testing is completed on their hallway. Students will sit quietly while the rest of the students in class finish their test. Should a student need to leave the classroom, all secure materials will be collected by the test administrator prior to the student exiting the room. Students who are testing in a small group setting will remain in their testing room until the lunch break. After lunch, only students who have not completed their test will reenter the testing room. All other students will be allowed to join their classrooms, given they have finished their testing.

15. In the event of an individual student emergency, such as sudden illness or a need to use the restroom, the test administrator will document the time the emergency arose. If the student is able to return to the classroom, they will document the time returned and extend the student's test. The extended time given will not exceed the length of time they were out of the classroom.

16. In the event of a class or schoolwide test disruption, such as power outage or network problems, the STC will contact the DTC immediately and submit the appropriate testing irregularity report. The time the event occurred and when the test resumed will be documented. Should the disruption occur to just one student, the time the test stopped will be recorded by the test administrator, and reported to the STC. The STC will work with the appropriate personnel to resolve the issue and resume the test. The documented time missed

will be given to the student at the end of the test. If the disruption lasts longer than 20 minutes, the STC will contact the DTC and submit a testing irregularity report.

17. Unauthorized electronic devices are prohibited in testing areas. All electronic devices will be collected, school-wide. Each hallway that has a testing room will be considered a testing area. Before testing begins each day, the test administrator will ensure that no person in the test room will have any unauthorized device. Test administrators will check wrists for smart watches, air tags and ensure that no person has a phone in their pocket. Teacher cell phones will be turned into the office with the bookkeeper. Teachers will not have access to their phones until all testing has concluded. Students will be encouraged to leave their devices at home. Should a student bring their device, it will be turned into the test administrator before testing begins, stored with teacher devices and returned when testing is complete for the day.

18. If a test administrator suspects that cheating is happening in their assigned classroom, they will report it to the STC immediately. The STC and principal will investigate the situation. The process will be reported to the DTC. Should cheating be discovered, the STC will work with the DTC to submit the correct testing irregularity report.

19. Test administrators will be trained on how the students will need to submit their test and logout of the testing software. When a student completes their test, the test administrator will instruct the student how to properly submit their test and log off the testing platform. This will be done before a student will be allowed to leave the testing area. Test submissions will be confirmed by STC prior to collecting secure materials.

20. Calculators will not be used on the tests administered on our campus.

21. Not applicable.

22. The STC will create a seating chart template using Google Slides or any other appropriate software. This template will be distributed prior to testing. Each test administrator will review and finalize their seating chart 2 days prior to test day. The STC will verify all students and their MSIS number are listed for each class. The STC will print the seating chart and post it to the classroom door/doorframe before test administration. If a student is absent the day of the test and does not need to be represented on the seating chart, their name and MSIS number will be crossed out in blue ink and 'absent' will be written by their name.

Section E: Accommodations

23. The STC will verify all appropriate accommodations with the LSC prior to testing. The STC will ensure all accommodations are properly set up in each testing platform the students will utilize. The STC, LSC and Special Education teacher will review all accommodation settings prior to testing to ensure they are enabled and correct.

24. Should a member of personnel be assigned to a classroom that has a student receiving accommodations, they will be informed of the accommodations and which student(s). Student accommodation pages will be provided to the TA. Personnel members will be trained on how to

check that the accommodations are properly working on the software. If the student is in a small group setting requiring accommodations not provided by the software, the STC will work with the LSC on campus to give appropriate training on the accommodations to be given. Accommodations will also be notated on the seating chart for the testing classroom.

25. There are currently no students receiving a multiple day testing accommodation (#25) on our campus. Should a student need this accommodation, our LSC will communicate with the STC and a test security addendum will be added.

26. Transcribing responses will be done by the test administrator under the supervision of the STC and one other trained personnel member. Responses will be transcribed in the STC's office.

27. There are currently no students in need of a medical monitoring device at this time. Should the need arise, the STC will complete a test security addendum.

Section F: School Signatures

We assure that St. Martin East Elementary will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code §37-16-4. We understand that there is one Security Plan governing the school district and a Security plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Dr. Brigette Myers Principal	Brigette Myers Signature	11/4/25 Date
Amanda Rosetti School Test Coordinator	Amanda Rosetti Signature	11/04/2025 Date
Dr. Tanya Sonnier District Test Coordinator	Tanya Sonnier Signature	11/4/25 Date
Mr. David Baggett Superintendent	David Baggett Signature	11/7/25 Date

St Martin High School Test Security Plan
January 2026 - December 2026

Assessments: MAAP EOC (Algebra, Biology, English II), ACT, MS-CPAS3, MS-CPAS2, MAAP-A,
ACT Workkeys, ELPT-Cambium Assessment, ELPA 21 Screener/Placement Assessment

A. Testing Schedule

See attached approved testing schedule

B. School Training/Test Administration Personnel

a. The STC shall attend applicable training sessions sponsored by the OSA.vendors, and the DTC for any upcoming assessments (Appendix F, Section IV, 6, 7, and 8).
b. The STC may use the district/state level material to formulate training for the Test Administrators, proctors, hall monitors, and other test administration personnel.
c. STCs shall collaborate with special education support staff to prepare and deliver State Testing accommodations to students receiving those supports.
d. TAs shall be licensed school personnel, hold a valid Mississippi Educator License, and be employed by the district (Appendix F, Section IV, 7c).
e. Proctors are not required to be licensed school personnel unless they are fulfilling the role of Second Scorer for a MAAP-A administration or administering a state assessment to a homebound or incarcerated student. These instances require the Proctor.Second Scorer to be a licensed teacher (Appendix F, Section IV 7c).
f. All personnel involved in the administration of an assessment shall have a signed confidentiality and electronic device agreement on file prior to testing. These documents shall be kept at the district/school for five (5) years (Appendix F, Section IV, 7b).
g. A dated detailed agenda of the training presented to each school in preparation for all assessments must be attached to the Test Security Plan.
h. Training shall include information on test security procedures, violations of test security, and the consequences for those violations (Appendix F, Section IV, 9).

After each training session the following documentation will be attached:

- A dated, detailed agenda of the training done in preparation for the test(s)
- A copy of handouts, PowerPoints or other materials used in training
- Documentation that participants were informed of consequences of testing violations
- Signed Test Security/Confidentiality Agreements
- Signatures of all who attended training

C. Handling Materials

a. Storage and Access to Secure Test Materials for School
   - The secure material location for St Martin High School will be in a locked closet in room 100
   - Access is limited via a locked door to C Denton, School Test Coordinator (STC) or G Gehrmann
   - Only the STC or the named individual will have access to these materials
   - When accessing secure materials two persons (to include at least one certified individual) will always be present

b. Ticket Printing Process
   - Test Ticket Printing will occur at least 24 hours before the scheduled assessment.
   - Ticket information will be accessed by the STC or the named individual and one other trained person using the STC desktop located in room 100
   - The tickets will be printed using the printer in the STC office. The office/copier will be used if this printer is offline. C Denton or G Gehrmann and at least one other trained person will be present for all test ticket printing.
   - Once printing is completed C Denton or G Gehrnann and at least one other trained person will prepare the tickets for testing in the STC office OR transport them from the registers office to the STC office for preparation
   - Once prepared the testing tickets will be placed in the secure material storage location until test day.
   - If the STC or G Gehrmann is not available on the designated day to print tickets the DTC will fill in.

c. Preparation and Organization of Secure Testing Materials

   Prior to Testing
   - Seating charts will be made at least 3 days prior to testing
   - Bins with nonsecure materials will be prepared in room 100 to be distributed to testing rooms prior to testing
   - Binders will be prepared prior to testing and will include materials designated as secure upon entrance into the testing environment (scratch paper, Test Administrator Manuals, seating charts or reference sheets)
   - A detailed secure material inventory tracking log will also be provided in the binder
   - The binders will be kept in room 100 until the morning of testing
   - Once the test tickets are printed they will be placed in a folder with the testing room information (room number and test administrator), these folders will be located in the secure storage area until the morning of testing
   - Printing and preparing materials as needed throughout the assessment window will continue until testing is completed

d. Distribution of Secure materials

- The STC or G Gehrmann and at least one other trained person will retrieve the secure materials from the secure storage material location for distribution
- The TA meets the STC at a designated material distribution point
- The TA verifies the inventory count of the secure and non-secure test materials
- The TA signs the detailed secure material inventory tracking log to acknowledge count accuracy and responsibility for the items
- The TA and at least one other trained person will escort the TA to the testing room
- Once in the testing room, the TA and Proctor complete last-minute housekeeping tasks
- The TA uses the seating chart to seat students according to the placement
- The TA reads the electronic device agreement and have students sign the agreement
- The TA administers the test and collects materials from students as they complete their test
- Once all students are complete, the TA and at least one other trained person will bring the testing folder and binder to the STC or designee in a designated location
- The detailed secure material inventory tracking log will be used to account for all distributed materials, including scratch paper
- The STC or designee will count the secure materials being collected and initial on the material inventory tracking log that all items are accounted for
- Once all materials have been turned in they will be returned to the secure storage area
- Once all secure test materials have been accounted for, the STC will store the used materials until those materials are shredded for disposal according to the district's shredding policy

e. Scratch Paper
   - Students will use their testing ticket as their scratch paper
   - Scratch paper is handed out as needed, not in stacks . All scratch paper provided must be recorded per student
   - Extra scratch paper will be located in the TA binder and will be given to students that ask for one
   - All extra scratch paper will be accounted for using the secure material inventory tracking log

f. Distribution of Test Materials to Students and Accounted for Before Students Leave the Testing Room
   - TA will distribute testing tickets to students as laid out by the seating chart
   - As students finish their test the TA or Proctor will pick up all secure materials from the student

- All secure materials will be placed back in the secure folder
- After the students secure materials are picked up students may leave the testing room
- Once all tickets are collected the TA will count to to ensure all materials are accounted for

g. Shredding of Secure Materials
- Authorization codes will be shredded by the STC or G Gehrmann and at least one other trained person
- Shredding will take place on a shred day assigned by the DTC

D. Additional Procedures during Test Administration

a. Protocols for School Monitoring of Individuals Involved in Testing

1. STC
- Leads the implementation and administration of assessments at the school
- Trains others involved with testing on policies, proedures, violations and consequences
- Receives and inventories secure testing materials; storing these within the school's secure material location while not in use
- Collaborates with the school principal and DTC on testing schedules and the management of students for participation in a test session
- Coordinates the test day assignments of test administrators, proctors and hall monitors
- Ensures all returnable secure test materials are inventoried and returned to the DTC for shipment back to vendor (when applicable)
- Ensures that all required post-assessment documentation is submitted to the DTC

2. Test Administrator - only certified employees of the district are permitted to administer secure tests
- Attend test training sessions
- Maintains test security at ALL times while handling secure materials
- Accounts for number of secure materials
- Leads the test administration in the testing room
- Holds a current Mississippi teaching license
- Takes attendance and verifies students are seated according the the seating chart
- For accommodated test, checks that all students requiring accommodations have these available before the test begins
- Reads the test directions from the TAM
- Assist students with emergencies, including restroom procedures
- Alerts the STC if any student ticket/roster information is incorrect

- Actively monitors testing students for the duration of testing
- Immediately notifies the STC or G Gehrmann of any testing issues/irregularities that occur during the test session

3. Proctor - serve as an additional monitor to help the test administrator, at no time will the proctor be responsible for reading directions
    - Attend test training sessions
    - Supports the TA as the secondary adult in the testing room to ensure that distractions and interruptions are minimized
    - As students arrive, seats them according to the seating chart
    - Aids the TA in actively monitoring testing students
    - Assist the TA in maintaining test security
    - Assist students with emergencies, including restroom procedures
    - Immediately notifies the STC or G Gehrmann of any testing issues/irregularities that occur during the test session
4. Hall Monitors - serve as additional monitors to help the STC, TA and proctors ensure that testing occurs fairly and uniformly
    - Attend test training sessions
    - Serve as escorts for students during restroom breaks, substitutes for TA as proctors as needed
    - Help maintain test security through observation of test testing area
    - Immediately notifies the STC or G Gehrmann of any testing issues/irregularities that occur during the test session

b. Procedures for Conducting Restroom Breaks
    - TA will place cone outside of testing room
    - A hall monitor will report to the testing room to escort the student to the restroom ensuring that only one student is in the restroom at a time (one boy/one girl)
    - If there is a student in the restroom the hall monitor will monitor students waiting to ensure there is no communication between students
    - TA will log the students name, time of exiting the testing room and time of re-entry to the testing room
    - TA/Proctor will pick up the students secure testing materials when the student leaves the testing room and return them upon the student returning to the testing room
    - No student will be allowed to leave the testing room with any test materials
c. Procedures for Lunch Breaks
    - All testing materials will be taken up and accounted for by the TA and proctor
    - The STC and at least one other trained person will secure the testing materials in the secure storage area
    - Students will remain in the testing room and lunch will be brought to them
    - The TA and proctor will remain with the student and will ensure no discussion of the test is taking place

- Students will have approximately 30 minutes for lunch
- The STC or G Gehrmann and at least one other trained person will retrieve the secure materials and return them to the testing room
- The TA will verify the testing materials being returned and students will resume testing

d. Dismissing Students who Finish Early
   - Students are not allowed to bring anything into the testing room
   - All assessments are timed
   - Students will be required to stay in the testing room for at least half of the required time before being dismissed
   - Once the student finished the test the TA/Proctor will pick up all secure testing materials from the student and return to the folder for verification

High and Medium Priority Irregularities

a. Irregularities
   - TA and proctors will maintain a written record/log of of any testing irregularities which may occur within the testing room during assessments (Appendix F, Section IV, 17c)
     a. High Priority
        - STC immediately notifies the DTC of the testing irregularity
        - The STC completes the district's irregularity form and gathers relevant documents
        - Obtain, save or copy any relevant documents detailing the irregularity
        - Collect statements from staff and students involved
     b. Medium Priority
        - STC shall notify the DTC of all medium irregularities when appropriate

b. Disruptions Due to Severe Weather, Fire, Bomb Threat or any Emergency Requiring Immediate Evacuation
   - In accordance with Sections 37-11-5 of the Mississippi School Safety manual, Jackson County School District adheres to a comprehensive list of Emergency/Crisis Management Procedures
   - STC will work with TA's to maintain the integrity of all secure test materials but will also ensure the health and safety of our students and staff
   - Every effort will be made to account for all secure materials and log students out before allowing anyone to exit the building but will also ensure the health and safety of our students and staff
   - After the threat of injury has subsided, the TA and Proctor will account for all test materials, any inconsistencies will be documented and reported to the STC

c. Electronic Communication Devices

- Only the DTC and designated computer technician(s) are authorized to maintain an electronic communication device within the testing area/room
- The STC may have a computer in the testing area as needed to monitor student progress (NOT in testing rooms)
- Students and trained school testing personnel are not permitted to access any electronic devices used for communication, for capturing images of the test or testing room or data storage
- Electronic Devices may include - smartphones, smart watches, cell phones, fitness bands, book readers, tablets (unless used for testing, pagers, cameras, non approved calculators, music players, earbuds (unless used for TTS accommodations), blue tooth enable speakers, etc.
- These devices will be powered off and stored in a location outside the testing room
- TA, proctors and hall monitors will turn in their cell phones & smart watches in a pocket chart in a designated area
- Students will store all of their electronic devices outside the testing room

Emergency Procedures

a. Individual Student Emergencies
    - Restroom, see Section D,b
    - Illness
        - TA will place cone outside of testing room
        - A hall monitor will report to the testing room to assist with the issue
        - TA/Proctor will document the student;s name, nature of the emergency and time
        - TA/Proctor will pick up the students secure testing materials when the student leaves the testing room and return them upon the student returning to the testing room
        - No student will be allowed to leave the testing room with any test materials
        - The hall monitor will remain with the student until it is determined if the student will continue to test
        - The STC along with the principal will make the decision if the student may continue testing in another session

b. Disruptions at the School
    - In the instance testing has already started, students will continue to work on their test without stopping (this is the recommendation of the testing software provider)
    - In the instance testing has not started, if the power/network outage last more that 30 minutes a decision will be made to reschedule the test
    - A computer technician will be assigned to our school during online testing to assist with technical issues
    - All test security guidelines will be followed

Electronic Devices and Suspected Cheating

a. Unauthorized Electronic Devices
    - Students and trained school testing personnel are not permitted to access any electronic devices used for communication, for capturing images of the test or testing room or data storage
    - These devices will be powered off and stored in a location outside the testing room
    - TA, proctors and hall monitors will turn in their cell phones & smart watches in a pocket chart in a designated area
    - Students will store all of their electronic devices outside the testing room
    - Consequences:
        - Staff - the STC will document the incident and notify the principal and DTC immediately, A recommendation will be made to the Superintendent for a suspension without pay for up to three days
        - Students - the STC will document the incident and notify the DTC immediately, student will receive an office referral which may include up to three days out-of-school suspension, the student's test may be invalidated

b. Suspected Cheating
    - The TA and/or proctor will report any suspected cheating to the STC
    - It will be logged on the irregularity log
    - Student will be moved and the move will be indicated on the seating chart
    - The STC will notify the DTC of the suspected cheating and a decision will be made on how to proceed with the student testing

c. Students Submitting Test and Logging Off
    - The TA and/or protector will verify that the student has submitted the test and logged out of the testing platform
    - The STC will monitor student submissions on the computer in the testing area

Calculators

a. Appropriate Calculators
    - Students will be provided with a graphing calculator provided by the school for MAAP testing
    - Graphing calculators used for MAAP will be completely cleared by a designee (made by the principal) before they are packed in the calculator bins
    - Once cleared the calculators will be stored in the secure storage area until test day

b. Clearing the Calculator's History
    - Directions on how to clear the calculators will be included in the bins with the calculators
    - Once the student is finished testing the TA or proctor will clear the calculator history before placing the calculator back in the bin for return

Seating Charts

- Seating charts will be made by the STC prior to testing
- Seating charts will be made in alphabetical order with detail to separate friends and relatives
- Each seating chart will have the following information:
  - Subject area tested, accommodations provided (if applicable), date of test administered
  - Each student's name and MSIS #
  - Name of the TA and Proctor and Mississippi teachers' license number
  - Each seating chart will be signed by the STC, TA and proctor verifying the accuracy of the chart (Appendix F, Section IV, 17d)
  - The TA will notate any changes made to the seating chart

E. Accommodations

The determination of which accommodations are appropriate for a student shall be made individually by the student's Individualized Education Program teams, 504 Plan teams, Language Service Plan team, or other LEA team designated to make these decisions

a. Procedure to verify appropriate accommodations are entered into the vendor platform
   - The STC will obtain the IEP, 504 or LSP from the appropriate designee
   - The STC will enter each students information into the vendor platform
   - The STC will print the accommodations for each student and have the LCS verify the accommodations prior to testing

b. Ensure Testing Staff are aware of the accommodations
   - Accommodated test will be administered by the special education teachers assigned to the school
   - Accommodations will be included on the seating charts
   - Staff will be told in advance they are testing an accommodated room and what accommodations they will be providing

c. Multi Day Accommodation
   - The test distribution and collections process will be same as students testing with no accommodations
   - The TA will be provided with the stopping point and starting point as specified by the vendor
   - The TA and proctor will be responsible for monitoring students to make sure they do not work ahead or go back to a previous section
   - The STC will notify the DTC of which tests needs to be unlocked for the next testing day before the of the school day

d. Transcribing responses
   - Two trained certified staff members will be with the material at all times
   - One will enter the responses and the other will assist and witness the transcript process to ensure security and accuracy
   - They will follow the step-by-step instructions that are provided in the TAM
     - Log in to the portal
     - Obtain the student's online test ticket

- Sign in to the online testing system as the student
- Transcribe all student responses from the test booklet into the online system, student responses will not be modified in any way
- The second staff member shall verify that the student's responses were entered correctly before submitting the test
- Submit the test

e. Medical Monitoring

- Student must have documentation of a medical condition that requires monitoring in either and IEP or 504 plan
- The IEP or 504 plan, including all pertinent information, must be kept on file at the school/district and be available to MDE upon request
- If a student requires a medical monitoring device the student will be tested individually to allow for the device to be in the testing room
- Any cellular device application for medical monitoring shall not have the device in his/her possession during testing for security reasons; however, the device may be in the testing room near the student
- The cellular device shall have all long-range connectivity, such as cellular or WiFi functions, turned off if it will not interfere with the functionality of the device
- Bluetooth may be left on to communicate and receive information from the monitoring device

F. **School Signatures**

We assure that St Martin High School will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code 37-16-4. We understand that there is one Security Plan governing the school district and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Jackson County School District		St Martin High School
Wilson Scarborough Principal	Wilson Scarborough Signature	11/5/25 Date
Cassandra Denton School Test Coordinator	Cassandra Denton Signature	11/5/25 Date
Tanya Sonnier District Test Coordinator	Tanya Sonnier Ph.D. Signature	11/5/25 Date
David Baggett Superintendent	David Baggett Signature	11/7/25 Date

St. Martin Middle School
2026 Test Security Plan
Jackson County School District

We assure that **St. Martin Middle School** will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code §37-16-4. We understand that there is one Security Plan governing the school district and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

244

Jackson County School District **District**	St. Martin Middle School **School**
Leslie Beam **School Test Coordinator**	Leslie Beam 11/11/25 **Signature** **Date**
Wendell E. Ellis **School Principal**	Wendell Ellis 11/11/25 **Signature** **Date**
Dr. Tanya Sonnier **District Test Coordinator**	Tanya Sonnier 11-11-25 **Signature** **Date**
David Baggett **Superintendent**	David Baggett 11/11/25 **Signature** **Date**

Name of Test(s):

- ELPT-Cambium Assessment, Inc (CAI)
- ELPA 21 Screener/Placement Assessment
- MAAP-A
- MAAP (6-8) ELA and Math
- MAAP 8 Mississippi Science
- NAEP

Section A: Testing Schedule

The test schedule and test personnel attachments referenced in this plan are not required for initial plan approval. At St. Martin Middle School, these attachments will be completed and added to the School Test Security Plan after all test security and administration training has been conducted but prior to the opening of each statewide testing window.

245

In accordance with Appendix F, Section IV, a specific testing schedule for St. Martin Middle School will be submitted to the Jackson County School District Testing Coordinator by the requested district deadline prior to the start of the assessment window. St. Martin Middle School will test according to the schedule submitted, except in the case of:

- approved make-up sessions, or
- changes resulting from inclement weather or technology issues that prevent testing on the originally scheduled day.

Any such changes will be documented and reported in alignment with district and Mississippi Department of Education requirements.

St. Martin Middle School's testing schedule will be developed by the School's Testing Coordinator (STC) and the District Testing Coordinator (DTC) in coordination with the St. Martin Middle School Principal, in accordance with Appendix F, Section IV (15a).

1. **Testing Schedules**: The school's approved testing schedule is attached to this plan.

Section B: St. Martin Middle School Training/Test Administration Personnel

School-level training, delivered by the STC, will be provided to all individuals serving in a testing role at St. Martin Middle School.

- The STC will attend all required assessment trainings provided by the Mississippi Department of Education/OSA vendors and by the Jackson County School District Testing Coordinator for upcoming assessments.
- The STC may use district- and state-provided materials to develop and deliver training for SMMS Test Administrators (TAs), proctors, hall monitors, and any other test administration personnel assigned to testing at SMMS.
- The STC shall collaborate with special education/support services staff to ensure that students who receive accommodations have those accommodations prepared, documented, and delivered in accordance with their IEP/504/LSP.

- Test Administrators (TAs) at SMMS shall be licensed school personnel, hold a valid Mississippi Educator License, and be employed by the Jackson County School District.
- Proctors at SMMS are not required to be licensed school personnel unless they are serving as a Second Scorer for a MAAP-A administration or are administering a state assessment to a homebound or incarcerated student. In those instances, the proctor/second scorer must be a licensed teacher.
- All SMMS personnel involved in test administration shall have a signed confidentiality agreement and electronic device agreement on file prior to testing. These documents will be maintained at St. Martin Middle School for five (5) years.
- A dated, detailed agenda for each SMMS test training session conducted in preparation for statewide assessments will be attached to this SMMS Test Security Plan.
- All SMMS test training will include: test security procedures, examples of test security violations, reporting procedures, and the consequences for violations as outlined in Appendix F, Section IV.

2. SMMS will attach all test security and assessment training materials to this plan, including any handouts, slide decks/PowerPoints, and resources used during school-level training.
3. Training sign-in sheets will be attached to the SMMS Test Security Plan and will serve as the official roster of all staff assigned to statewide testing. Each sign-in sheet will identify the staff member and the specific testing role(s) for which they were trained.

Training Topics:
All SMMS test security and administration trainings will include, at a minimum, the following topics:

Secure Materials Handling and Distribution
- Procedures for receiving, storing, checking out, and returning secure test materials at SMMS.
- Use of SMMS secure material chain of custody log for all movements of secure materials before, during, and after testing.

Test Security Violations and Consequences
- Definitions and examples of test security violations
- Reporting procedures and consequences for staff and students, in accordance with Appendix F and district policy.

247

Accommodations
- Step-by-step review of how to administer assessments with approved accommodations (Braille, Large Print, read-aloud, transcription/scribe, multi-day testing, etc.).
- Requirement for teachers/test administrators to review Braille test cover memos prior to testing.
- Implementation of accommodations exactly as documented in the student's IEP, 504 Plan, or LSP.

Test Administration Manuals
- Review of all applicable Test Administration Manuals for the assessments being given at SMMS, with emphasis on scripts, timing, and prohibited assistance.

Testing Irregularities
- Identification of potential irregularities (student illness, technology disruptions, early departures, etc.).
- How to document, report, and resolve irregularities using district/MDE procedures.

Emergency Procedures During Testing
- Protocols for weather events, fire alarms, lockdowns, or other emergencies occurring during active testing sessions.
- Securing of materials and documentation of interruptions.

Student Monitoring Expectations
- Active monitoring requirements for Test Administrators and Proctors
- Continuous circulation and observation of students during testing, per Appendix F, Section IV.

Testing Environment/Classroom Setup

- Ensuring the testing room is free of instructional materials, anchor charts, formula charts, or any content that could provide an unfair advantage.
- Proper spacing and seating arrangements to maintain test security.

These components will be reflected in SMMS training agendas and materials and will be available for review.

Section C: Handling Materials

Storage and Access to Secure Test Materials for SMMS

Secure Test Materials at SMMS include but are not limited to any material containing identifiable student information, student responses and/or test content.

Access to the secure test storage closet at St. Martin Middle School will be limited to the following personnel: 248

- School Test Coordinator
- Assistant Principal (BLU)

Other trained certified SMMS employees: Hall Monitors may access the secure room only in the presence of either STC or Assistant Principal (BLU). All access will be documented in accordance with district and MDE test security requirements.

- At St. Martin Middle School, the STC will print test tickets, with a trained staff member present, from the appropriate vendor platform before the scheduled assessments. Reproducing test tickets or sharing test ticket information in any other format or by any other method is prohibited.
- All printed secure test materials at St. Martin Middle School will be inventoried and accounted for at the school level. These materials will be recorded on the secure materials tracking sheet, which documents the full chain of custody for each item for the duration of the testing window.

St. Martin Middle School Plan:

4. The secure test material storage area for St. Martin Middle School is located on the 8th grade hall, two doors down from the staff restroom and adjacent to the exit doors. Access to this room is restricted by a locked door and is limited to the School Test Coordinator, and Assistant Principal (BLU). The key to the secure testing closet is kept in a locked, secure box in the STC's office.

5. Test ticket printing at St. Martin Middle School will occur 48 hours prior to the first scheduled assessment. Ticket information will be accessed by the STC, on her desktop computer in her office in the presence of the Assistant Principal (BLU). Tickets will be printed using the office lobby copier/printer. Both STC and BLU will be present for all test ticket printing. After printing is complete for all assessments, they will sort and organize the tickets for test day in the STCs office. Once prepared, the tickets will be transported by STC and BLU to the secure materials storage location and kept there until the day of testing.

   If the BLU is unavailable on the designated printing day, a trained, certified SMMS employee will perform this task following the same security procedures.

249

6. Preparation and Organization of Secure Testing Materials:

   Prior to Test Day (approximately 1 month before):

   - The SMMS STC will send a secure Google Sheet to each test administrator/teacher to serve as the seating chart, where teachers will enter student names and MSIS numbers for their assigned testing room.
   - The STC will prepare testing bins labeled with the testing room number. Each bin will include: sharpened pencils, timer, tissues, erasers, and a pencil sharpener.
   - The STC will prepare testing binders labeled with the assessment name and testing room number. Each binder will contain:
     - Chain of Custody log
     - Test Administration Manual (TAM)
     - Required script
     - Seating chart
     - Scratch paper
     - Bathroom log
     - Absentee sheet
     - Testing irregularity sheet
   - The Chain of Custody log in each binder will be used to track all secure materials checked out to and returned from the room.
   - All prepared bins and binders will be secured in the SMMS testing closet to maintain material integrity and accurate counts.

- 48 hours prior to the first scheduled assessment, the STC in the presence of the BLU or another trained certified SMMS employee, will print student test tickets/access codes from the appropriate vendor platform.
- Printed tickets/access codes will be placed inside the appropriate testing binders and the binders will be returned to the locked secure testing closet until test day.
- Throughout the assessment window, STC and a trained certified employee will continue to print and prepare materials (make-up, new tickets, additional scratch paper) following the same security procedures.

7. **Distribution of Secure Materials on Test Day**

   Test Day:

   - The Test Administrator (TA) and Proctor will complete final room preparations: posting testing signage, ensuring walls/boards do not display test-related content, and arranging desks to maintain test security. All student bookbags and lunchboxes will be placed outside the 8th grade hall on the closed double-door side.
   - The TA will read the electronic device agreement posted on the classroom door, have students sign the agreement, and collect all electronic devices in the designated bin. Hall monitors will pick up the bins and transport them to the counselors' lobby (central location) for secure storage during testing.
   - Using the seating chart posted on the door, the TA will seat students according to their assigned placement.
   - The STC, with a designated trained employee, will deliver the secure test binders and testing bins to each assigned testing room.
   - Upon delivery of secure materials, the TA will verify the inventory in the testing binder and materials bin.
   - The TA will sign the Chain of Custody log to confirm receipt, accuracy of counts, and responsibility for all secure materials.
   - The TA will administer the assessment following the TAM and SMMS test security procedures, collecting all secure materials (including scratch paper) from students as they finish.

- After testing, STC will use the Chain of Custody log to reconcile and account for all secure materials that were distributed.
- Once all materials have been accounted for, the STC with a designated trained employee will secure the materials used in the testing closet until the district-designated shred day.
- On the district-assigned shred day, the STC and a trained staff member will shred and dispose of secure scratch paper and other designated secure printed materials in accordance with Jackson County School District and MDE guidance.

8. **Tracking Scratch Paper within the Testing Rooms:**
   - Each testing room will receive a testing binder. Inside the binder, there will be a designated section for storing the pre-numbered blank scratch paper assigned to that room. Upon receiving the materials, the Test Administrator (TA) will use the chain-of-custody form to count and verify that the correct number of scratch sheets was issued.
   - Students will use their test ticket as their initial piece of scratch paper. If a student needs an additional sheet during testing, they will raise their hand and the TA or proctor will provide the next pre-numbered sheet and collect the used one. Students will write their name on each sheet of scratch paper issued to them.
   - At the conclusion of testing, the TA will organize all scratch paper in numerical order and compare it to the amount originally issued to ensure all sheets have been returned. When the School Test Coordinator (STC) and trained certified staff collect the testing binders, the STC will recount and verify that all scratch paper has been returned and will sign the chain-of-custody form to document this.

9. **Test Material Distribution/Collection within the Testing Rooms:**
   Test materials will be distributed and collected by the Test Administrator (TA) and proctor according to the Test Administration Manual (TAM).

- The TA/proctor will distribute each student's assigned Chromebook.
- The TA/proctor will pass out one sharpened pencil to each student.
- For ELA writing sessions, the TA/proctor will distribute one writing rubric per student.
- For math sessions, the TA/proctor will distribute the grade-level formula sheet and the approved grade-level calculator.

- The TA/proctor will verify student identity before issuing the correct test ticket by asking the student to state their name.
- When a student finishes testing, they will raise their hand; the TA and proctor will go to the student, observe test submission, and then collect all materials (Chromebook, pencil, test ticket, scratch paper, formula sheet/rubric, and calculator).
- The TA will return the test ticket, scratch paper, formula sheet, or rubric to the labeled sections in the testing binder.
- The TA will clear the memory on the calculator and return it to the calculator bin.
- After all students have finished, the TA will count and verify that all test tickets, scratch paper, formula sheets, rubrics, and calculators have been returned and will sign the chain of custody in the binder.
- Once all materials are accounted for, the TA will slide the flag out to notify the hall monitor that testing in the room is complete.

252

10. **Shredding Secure Materials**
    For materials not designated for return to vendor the STC and a trained staff member will shred and dispose of secure scratch paper and other designated secure printed materials on the district-assigned shred day in accordance with Jackson County School District and MDE guidance. Once Shredding is completed A certificate of shredding will be completed and signed by the STC.

Handling of Secure Materials Processes and Procedures

- Two trained personnel (at least one certified) will always be with open boxes of secure materials.
- Chain of Custody logs will be kept detailing the check-in and check-out of all secure testing materials.
- MAAP-A test preparation: Two trained certified staff members will sign out testing materials from the STC and remain with the STC during testing binder preparation. Once testing binder is completed the STC will lock the testing materials in the secure testing closet.
- Any secure testing materials that must be packed and returned to the DTC will always have two trained personnel (at least one certified), and all items will be counted and verified of the chain of custody log. Once the materials are delivered to the district office, the DTC along with the STC will verify at all materials are accounted for.
- For materials not designated for return to vendor the STC and a trained staff member will shred and dispose of secure materials (i.e., used scratch/graph paper, student testing tickets, manipulatives, etc.) at St. Martin Middle School. On the district-assigned shred day in accordance with Jackson County

School District and MDE guidance. Once Shredding is completed A certificate of shredding will be completed and signed by the STC.

- All testing materials will be kept in the secure testing closet at St. Martin Middle School. On the district-assigned shred day in accordance with Jackson County School District and MDE guidance. Once Shredding is completed A certificate of shredding will be completed and signed by the STC.
- Any missing materials will be investigated immediately, if not located quickly, the STC will notify the DTC.

Section D: Additional Procedures During Test Administration

11. Protocols for school monitoring of test administrators, proctors, students, and others involved in the testing process (role of STC, Principal, hall monitor etc., inside testing rooms).
    - Monitoring school sites will be at the discretion of DTCs
    - All monitoring will be conducted in accordance with the Jackson County School District guidelines and under the direction of the District Test Coordinator. All procedures will adhere to the roles and responsibilities outlined in the Test Administration Manuals.

253

12. Procedures for conducting restroom and, if needed, stretch breaks during or between tests. Procedures shall include how secure test materials and devices used for testing will be handled and secured during breaks.
    - If a student needs a restroom break during assessment, they will raise their hand, the TA and proctor will walk over to the student. The TA/Proctor will write the student's name and time out on the bathroom log, the TA/Proctor will put the flag out, the hall monitor will escort the student to the restroom and back to the assessment room. The TA/Proctor will document the student's return time on the bathroom log. Only one student at a time will be allowed to take a restroom break.
13. On occasions that students need to break for lunch: The procedure will be to collect and secure all test materials and store them in the secure testing closet. Runners designated by the School Test Coordinator will take orders and cafeteria lunches will be brought to the testing room. Students and assessment personnel will eat in the room. Students will not talk during this time. Students testing will not have any contact with the rest of the student body during this time. When lunch is finished lunch materials will be disposed of, secured test materials will be distributed, and testing will resume.

14. The procedure for students who finish testing early: Once the TA/Proctor has collected the student's testing materials, the student will put their head down until all students have finished testing. If a student is in alternative school, In School Suspension, or disruptive they will be removed from the testing room as soon as they complete their test.

High and Medium Priority Irregularities

The STC will report all irregularities immediately to the DTC. Test disruptions for severe weather, fire, bomb threat, or any emergency which may occur requiring immediate evacuation of the facility, will adhere to the school's established procedures in the school safety plan.

- Test Administrators and Proctors shall maintain a written log of any testing irregularities which may occur within the testing room during statewide assessments. This log will be located in the back of their testing binder.
- MDE prohibits the possession and/or use of any prohibited electronic communication device during the administration of statewide assessments. A prohibited electronic device is any device that gives a student a possible unfair advantage due to the capabilities it possesses.

Emergency Procedures

15. **Individual Student Emergencies:** Monitors will be placed in the hallways to maintain security and to assist during emergencies within the classrooms. Any Test Administrator who has an emergency will signal for the hall monitor using a provided flag or help needed sign. The hall monitor will move to the classroom door to assist with the emergency. In case a student has to leave the testing situation at any time during testing, the Test Administrator will document the student's name, the nature of the emergency, and the time in/out of the classroom on a sheet provided to them by the School Test Coordinator. The student will be escorted to the restroom, school nurse, or office, whichever is appropriate, and the escort will remain with the student until they are able to return to the testing room or will escort the student to an office where he/she may wait until picked up by a parent or guardian. If the student can't return to the testing room the STC will contact the DTC for guidance.
16. In accordance with Section 37-11-5 of the Mississippi School Safety manual, Jackson County School District, adheres to a comprehensive list of Emergency/Crisis Management Procedures. The response procedures are thorough, and employees are trained annually on the effective implementation of these procedures. In the event of a unique threat which requires the use of evacuation procedures during a state assessment, we

will adhere to the Emergency/Crisis Response Procedures set forth by the district to ensure the health and safety of our students and staff. The STC will work with the TAs to maintain the integrity of all secure test materials. In the event of a unique threat, the TA and Proctor will make every effort to account for all secure materials and log students out before allowing anyone to exit the classroom. Once materials have been secured, students will be dismissed and will receive further instructions from hall monitors. TAs and proctors will secure and exit the classroom after all students have vacated the secured environment. After the threat has subsided, the TA and proctor shall be the first to enter the secured classroom. Upon re-entry, the TA and Proctor will account for all the test materials. Any inconsistencies that could jeopardize the security and integrity of the assessment will be documented and reported to the STC. If students were able to be logged out, they will be resumed. A trained Jackson County School District computer technician will be assigned to SMMS during testing to assist with technical issues. In the event of a power outage, the STC will contact the DTC to document the number of students and classes impacted. If needed, the TA and proctor will quarantine and label student devices with the students' names and MSIS numbers. If power can't be restored and testing must resume at another time, the STC will submit an Irregularity form to the DTC for documentation purposes. If power is restored the TA will instruct students to log back in to their tests.

255

Electronic Devices and Suspected Cheating

17. Prior to the beginning of each test, the TA will remind the students that electronic devices are not allowed in the testing area and read the *Notification of Prohibition of Electronic Communication Devices during Statewide Tests* Form to students. The TA will collect all electronic devices from the students and place them, along with the TA and proctors in the bucket provided by the STC. Students, Test Administrators, and Proctors will sign The *Notification of Prohibition of Electronic Communication Devices during Statewide Tests* Form prior to administration of each state test. The electronic devices will be collected by the hall monitors before testing and placed in the counselor's lobby area. Test material will then be distributed to classrooms. Once testing has concluded and all test materials have been collected and returned to the secure testing closet by the STC, the hall monitors will return the cell phone bucket to the proctor or TA who will then return all electronic devices to students. If a student violates this policy, his/her testing materials will be retrieved by the TA, and the student will be escorted by a hall monitor to the principal's office for disciplinary action. The STC will document the incident and notify the DTC immediately.

- **Staff:** Any staff member who violates state testing procedures/protocols by bringing an electronic device into designated testing areas will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to three days. This includes violations by the teachers themselves as well as procedural violations by students under the teacher's supervision.
- **Students:** Any student who violates testing procedures/protocols by bringing an electronic device into designated testing areas will receive an office referral which may include up to three days of OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated.

18. If a TA suspects a student or staff member of cheating, they must act immediately and discreetly to maintain test security and student confidentiality. If possible, the student can be moved to a different seat and the TA can update the seating chart and document the incident in detail on the irregularity form provided in the testing binder, including the student's name, test session, time, description of behavior observed, and any witnesses. The TA will place their flag in the hall for the hall monitor to retrieve the STC. The STC will take the information and notify the DTC and principal immediately for guidance. 256
19. When testing on desktops, laptops, or tablets, students must submit their test and log off the device before leaving the testing area. At the conclusion of testing, each student will raise their hand to signal completion. The TA/Proctor must then verify that the student's test has been properly submitted and that the device displays the "Test Submitted" Only after this verification may the student log off and close the device.

Calculators

20. Students are not allowed to have multiple handheld calculators on their desk during testing. TAs and proctors will be trained on all calculator guidance (Located on the MOE Student Assessment MAAP webpage) to ensure appropriate calculators with approved setup are used for each administration.
    - Grade 6-7 Students may use the embedded calculator (Desmos-Four Function) within the online test delivery platform, or use the school issued four-function calculators with square root and percentage functions.
    - Grade 8 Students may use the embedded calculator (Desmos-Scientific) within the online test delivery platform, or use the school issued scientific (with functionalities consistent with the TI-30XS or similar models) handheld calculator. Scientific calculators cannot have an embedded solver (e.g. numeric equation, polynomial, and system of linear equations).

21. An appointed math teacher will make sure that every calculator used in a math state assessment is completely clear before testing begins.
    - The math teacher who serves in this role will be trained in the proper way to clear a calculator. A backup person will also be trained in case of an emergency where the appointed person is not available.
    - Once cleared each calculator will be locked up in the secure testing closet immediately after being cleared and will only be used or leave the secure room for state assessments until the end of testing within the window.
    - The TA is responsible for making sure all calculators used during their assessment history is cleared before they leave the testing room. The TA will sign the Chain of Custody verifying they have cleared and returned all calculators.
    - The staff member who was responsible for actually clearing the calculators will sign a statement of assurance declaring that every calculator to be used in the state assessment was properly cleared and checked to be sure it was cleared.
    - Each STC will keep the signed statement of assurance regarding calculators in their Audit Folder. This folder is available for review by District or State personnel.
    - Students are NOT allowed to bring a personal calculator to use for any state assessment. Every student will be provided a school calculator to use if using a calculator.

Seating Charts

22. Teachers will create seating charts based on student needs, classroom layouts, and accommodations (if applicable). The seating charts will be turned in to the STC for approval prior to their grades testing days. TA's and/or the STC will be allowed to use their professional judgment regarding student seating if the need arises. Any changes made during testing regarding student seating will be made on the seating chart.

Section E: Accommodations

Federal law, state law, and State Board of Education policy requires all students, including English learners (EL) and students with disabilities (SWD), shall be administered assessments. Under section 1111(b)(2) of the Elementary and Secondary Education Act (ESEA), all students with disabilities, including students with significant cognitive disabilities (SCD), shall be included in all assessments with appropriate accommodations. The determination of which accommodations are appropriate for a student shall be made individually by the student's Individualized Education Program (IEP) team, 504 Plan team, Language Service Plan (LSP) team, or other LEA team designated to make these decisions.

Setting Up Accommodations

Training for staff administering shall detail how accommodated test sessions are provided accurately. Special education staff shall be involved in these activities and utilize the current edition of the Mississippi Testing Accommodations Manual (MTAM) to ensure appropriate codes and procedures are explicit and being observed during the administration.

23. Procedure for verifying accommodations in the testing platform prior to test day:
    - The STC will collect a copy of all students' testing accommodation page from their inclusion teacher, ELL, teacher and the 504 coordinator.
    - Once the STC has entered the accommodation in the testing platform to ensure they are correct.
    - Run an accommodations report from the testing platform and have the inclusion teacher, ELL teacher, and 504 coordination sign and verify the accommodations are correct.
24. Procedure to ensure testing staff are aware of the accommodations and how to provide them properly:
    - All staff will be trained on testing accommodations procedures, but all accommodated rooms will have an inclusion teacher as the TA.
    - Prior to starting any tests in accommodated rooms, the TA will verify that all students' accommodations are listed on the seating chart. The STC will provide the TA with a copy of the students testing accommodations and the TA and Proctor will verify that each student's correct accommodation is on their testing screen, or they are provided with all their accommodated testing material. The TA and proctor will sign off verifying that all accommodations were provided during their testing session.
25. Procedures for Testing Students with the Multi-Day Accommodation (25):
    - The test will be administered over consecutive days, typically spanning two to three days, and must be completed within the designated testing window. We will adhere to the Office of Student Assessment (OSA) mandated stopping points for both online and paper testers who have Accommodation 25 documented in their IEP, Section 504 Plan, or LSP and specified for the assessment. Testers with this accommodation must stop at the designated items each day and will not be permitted to revisit or modify responses from previous testing sessions.

258

26. Describe the process to transcribe responses into the appropriate vendor platform:
    - Upon completion of a test that requires transcription, the student's responses must be transcribed into the designated online testing platform. This process shall be conducted by two trained certificated personnel to ensure accuracy and test security. The transcription must replicate the student's responses exactly, including all selected answers and written responses. Both personnel are required to verify that all responses have been entered accurately and completely prior to final submission.

Medical Monitoring

27. The IEP, 504 Plan or medical documentation, including all pertinent information, shall be kept in the test audit binder and be available to MDE upon request: If either plan is not available, the district medical documentation from a medical doctor is on file. 259
    - Any student using a cellular device application for medical monitoring will not have the device in his/her possession during state testing for security reasons. However, the device will be in the hallway or testing room in close proximity to the student.
    - For test administrations, the student will be tested following one of these guidelines: A student requiring medical monitoring may test in a small group or in a regular testing session with a test administrator, proctor, and an individual to monitor the device, or A student requiring medical monitoring may test individually with a test administrator and a proctor with the proctor monitoring the device in this situation. All individuals involved will be trained and sign a confidentiality form before testing.
    - The student(s) will be seated near the device so that the readings and/or contact with the medical monitor can be maintained.
    - The student(s) will sit in a place to avoid drawing attention to the cellular device, due to other students' concerns that cellular devices are now allowable in the testing area.

St. Martin North Elementary

Test Security Plan

January 2026 to December 2026

We assure that **St. Martin North Elementary** will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi code §37-16-4. We understand that there is one Security Plan governing the school district and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Jackson County School District	St. Martin North Elementary
District	School

Shannon McHon	Shannon McHon	10/30/25
School Principal	Signature	Date

Jeffrey Windham	Jeffrey Windham	10-30-25
School Test Coordinator (STC)	Signature	Date

Dr. Tanya Sonnier	Tanya Sonnier	10/30/25
District Test Coordinator (DTC)	Signature	Date

Name of Test(s): Kindergarten Readiness Assessment (KRA), English Language Proficiency Test (ELPT), Mississippi Academic Assessment Program (MAAP), Mississippi Academic Assessment Program- Alternate (MAAP-A)

Testing Windows

1. See attached School Testing Calendar.

School Training

2. The School Test Coordinator (STC) will conduct a training session for all test administrators, proctors, and hall monitors prior to the administration of statewide assessments. Proper procedures for administering the test and test security regulations and consequences for violations will be discussed. A dated agenda and participant signature roll will be kept. The District and School Test Security Plan will also be discussed. A copy of all training materials will be given to each participant. A copy of the dated agenda, handouts, documentation of consequences or testing violations, and any slideshow presentations will be provided to the District Test Coordinator (DTC) and kept on file in the STC's classroom/office. A copy of the aforementioned materials will be uploaded to the district Shared Drive.

3. Certified Teachers with an active license will be utilized as test administrators or hall monitors during state testing windows. Non-certified staff will be utilized as test proctors and hall monitors during state testing windows.

Handling Materials

4. All test materials will be retrieved from the district office by the STC and another test trained personnel member. After verifying all materials with the DTC, secure materials will be transported back to the school and placed in the secured testing cabinet in the STC's classroom. Secure materials include, but are not limited to, any material containing student identifiable information, student responses and/or test content which can be included on the following: paper accommodated materials, read-aloud paper scripts or log-in tickets for scripts, reference sheets, used scratch/graph paper, student testing tickets, MAAP-A Test administration manuals/task cards/scoring sheets, used accommodation 48 supplemental aids, access codes, seating charts. The STC, will be the primary individual with access to the secure storage area. In the absence of the STC, another test-trained certified employee will have access to the secure storage area.

5. Test Tickets will be printed no later than 48 hours prior to the first scheduled assessment. Ticket information will be accessed by the STC, and printed in his classroom in the company of Crystina Moran, or another approved personnel member. Tickets will be printed on the STC's printer. The office copier will be used if this printer is offline. Once the tickets have been printed, they will be transported (if needed) to the STC's classroom to be prepared for testing. Once prepared the STC and approved personnel will place tickets in the secure storage location until test day.

6. Prior to test day, the STC will create a binder for each TA. This binder will include read aloud scripts, log-in tickets/access codes, scratch paper, classroom testing logs, pencils, digital timer, etc. Teachers will be given a seating chart template to prepare.

This will be done via Google Workspace. The STC will print all seating charts to place on the door of the classroom.

7. On the day of testing, the STC will utilize a push cart to deliver each binder to the appropriate TA. The TA will sign that they have verified the seating chart for accuracy and counted all testing tickets in the binder. After testing is completed, the TA will verify in the presence of the STC that the binder has all secure materials included. The TA will sign that everything has been checked. The STC will keep each binder on the push cart and be supervised by the STC and another trained TA until all testing is complete. Materials will be returned to the STC's classroom upon completion of all tests for the day. If there will be additional testing the following day, the STC will prepare binders for the following day with an approved personnel member.

8. Scratch paper will be given to each student along with their login codes. This will identify each student's scratch paper. Additional sheets of paper will be stapled to the first paper when collected by the TA.

9. Test materials will be distributed by the TA in the classroom prior to beginning the test. The testing ticket will be collected after the test has been completed. All materials will be returned to the STC after all students have completed the test. Students will stay in their designated classroom until all tests in that hallway have been completed. Students needing to leave to use the restroom will be allowed to leave, but will be documented on the classroom testing log provided.

10. All materials that are not designated for return will be shredded in the STC's classroom under the supervision of an approved person on campus.

Additional Procedures during Test Administration

11. During test administration, the Principal will oversee the personnel performing the following assigned duties. STC will distribute and collect secure materials, communicate any tech issues with the appropriate personnel, inform other personnel of their responsibilities during testing. The hall monitor will ensure that the hallways are clear of personnel not authorized to be in the hallway. The hall monitor will escort students to their destination after testing has begun on the hallway. Outside of the testing classrooms will be signs posted to remind others to remain quiet and leave all technology out of the hallway. Students will leave their bookbags in the hallway during testing. Inside the testing rooms, all words will be covered, bookbags removed, and all electronic devices unplugged and turned off or turned into the office.

12. During the test, any student needing to use the restroom will be escorted by the hall monitor to and from the restroom. If a student has not yet completed their test and requires a restroom break, devices or materials being used by the student(s) leaving the classroom will be secured by using the guidelines of signing out/logging out provided by the testing company being utilized. Students will be taken individually by the hall monitor

so there will not be any chance of students discussing items. Upon the student's return to the testing room, the test administrator and proctor will help the student log back into the test if needed.

13. Lunch breaks will be conducted in the same manner as restroom breaks. If a student has not yet completed their test, devices or materials being used by the student(s) leaving the classroom will be secured by using the guidelines of signing out/logging out provided by the testing company being utilized. Students will return to their designated classroom after lunch to complete their test. Test administrators will help students log in to complete their test.

14. When a student is finished with their test, they will remain in their designated classroom until testing is completed on their hallway. Students will sit quietly while the rest of the students in class finish their test. Should a student need to leave the classroom, all secure materials will be collected by the test administrator prior to the student exiting the room.

15. In the event of an individual student emergency, such as sudden illness or a need to use the restroom, the test administrator will document the time the emergency arose. If the student is able to return to the classroom, they will document the time returned and extend the student's test. The extended time given will not exceed the length of time they were out of the classroom.

16. In the event of a class or schoolwide test disruption, such as power outage or network problems, the STC will contact the DTC immediately and submit the appropriate testing irregularity report. The time the event occurred and when the test resumed will be documented. Should the disruption occur to just one student, the time the test stopped will be recorded by the test administrator, and reported to the STC. The STC will work with the appropriate personnel to resolve the issue and resume the test. The documented time missed will be given to the student at the end of the test. If the disruption lasts longer than 20 minutes, the STC will contact the DTC and submit a testing irregularity report.

17. Unauthorized electronic devices are prohibited in testing areas. If a hallway has a classroom that will be testing, that hallway will be considered a testing area. Before testing begins each day, the test administrator will ensure that no person in the test room will have any unauthorized device. Test administrators will check wrists for smart watches and ensure that no person has a phone in their pocket. Teacher cell phones will be turned into the front office with the receptionist. Teachers will not have access to their phones until all testing has concluded. Students will be encouraged to leave their devices at home. Should a student bring their device, it will be turned into the test administrator before testing begins and returned when testing is complete for the day.

18. If a test administrator suspects that cheating is happening in their assigned classroom, they will report it to the STC immediately. The STC and principal will investigate the

situation. The process will be reported to the DTC. Should cheating be discovered, the STC will work with the DTC to submit the correct testing irregularity report.

19. Test administrators will be trained on how the students will need to submit their test and logout of the testing software. When a student completes their test, the test administrator will instruct the student how to properly submit their test and log off the testing platform. This will be done before a student will be allowed to leave the testing area.

20. Calculators will not be used on the tests administered on our campus.

21. N/A

22. The STC will create a seating chart template using Google Slides or any other appropriate software. This template will be distributed prior to testing. Each test administrator will complete their seating chart 2 days prior to test day. The STC will verify all students and their MSIS number are listed for each class. The STC will print the seating chart and post it to the classroom door/doorframe. If a student is absent the day of the test and does not need to be represented on the seating chart, their name and MSIS number will be crossed out in blue ink.

Accommodations

23. The STC will verify all appropriate accommodations with the LSC prior to testing. The STC will ensure all accommodations are properly set up in each testing platform the students will utilize. The STC and LSC will review all accommodation settings prior to testing to ensure they are enabled.

24. Should a member of personnel be assigned to a classroom that has a student receiving accommodations, they will be informed of the accommodations and which student(s). Personnel members will be trained on how to check that the accommodations are properly working on the software. If the student is in a small group setting requiring accommodations not provided by the software, the STC will work with the LSC on campus to give appropriate training on the accommodations to be given.

25. There are currently no students receiving this accommodation on our campus. Should a student need this accommodation, our LSC will communicate with the STC and a test security addendum will be added.

26. Transcribing responses will be done by the test administrator under the supervision of the STC and one other trained personnel member.

27. Classrooms that will have a student requiring a medical monitoring device will follow all guidelines provided by MDE. The test administrator in these classrooms will be trained on the guidelines provided to ensure they are followed accurately.

St. Martin Upper Elementary
2025-2026 Test Security Plan
Jackson County School District

Section I – Assurances

We assure that St. Martin Upper Elementary will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code §37-16-4. We understand that there is one Security Plan governing the school district and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Dr. David Lapointe Principal	Signature	10/31/25 Date
Katrina Rutland School Test Coordinator	Signature	10/31/25 Date
Dr. Tanya Sonnier District Test Coordinator	Signature	10/31/25 Date
David Baggett Superintendent	Signature	10/31/25 Date

Name of Test(s): MAAP (EOC & 3-8), MAAP-A, ELPT-Cambium Assessment Inc. (CAI) & ELPA21 Screener/Placement, 5 & 8 Mississippi Science, NAEP

Section A: Testing Schedule

- Check the official OSA testing windows, deadlines, and assessment guidelines.
- Meet with the principal to plan dates, testing order, and staffing needs.
- Determine available devices, rooms, and trained test administrators; identify students needing accommodations.
- Assign test dates by grade/subject, list rooms and staff, and designate make-up days; ensure there are no conflicts.
- Share with the principal and DTC for approval and make revisions as needed.
- Provide the approved schedule to all test administrators and review it during staff training.
- Plan for make-ups or adjustments due to absences, weather, or technology issues; document any changes.

- Testing windows:
    a. ELPA 21: 3/2/2026-4/15/2026
    b. MAAP-A: 3/9/2026-5/1/2026
    c. MAAP: 4/27/2026-5/15/2026
- St. Martin Upper Elementary Testing Schedule
    a. See attached once created and finalized.

Section B: School Training/Test Administration Personnel

The STC shall attend applicable training sessions sponsored by the Office of Student Assessment vendors and presented by the DTC for any upcoming assessments. The STC will conduct an in-school test security training with all staff involved in state testing. This training will be presented in the spring. This training shall include the following topics:

- Secure material handling/distribution: how to use district-developed secure material transfer logs for testing
- Testing irregularities and consequences for violations.
- Accommodations: Review the key steps for administering the respective assessments with accommodations.
- Review Test Administrator Manual
- Discuss irregularity types: how to identify, report, and address each type that may arise during testing.
- Emergency procedure protocols
- Student monitoring: Actively observing students during testing
- Classroom set up

All testing personnel (test administrators, proctors, and support staff) will undergo formal training provided by the School Test Coordinator (STC).

After each training session, the following documentation will be attached:

- A dated, detailed agenda of the training done in preparation for the above assessments
- Copy of hand-outs, PowerPoint presentations, and/or other material used in training
- Documentation that participants were informed of the consequences of testing violations
- Signed Test Security/Confidentiality Agreements
- Signatures of all who attended the training

Section C: Handling Materials

Storage and Access to Secure Test Materials for School

- When scheduled, the school test coordinator (STC) and another test-trained individual will retrieve all testing materials from the district office. All testing materials will then travel to the school campus with both individuals, abiding by all test-securing procedures. All secure test materials will be immediately transferred to the Secure Storage Area. The following individuals have been trained in test security, have signed a Test Security/Confidentiality Agreement, and have access to the Secure Storage Area: Lisa Williams, Tiffanie Williams, River Woods, Stacey Swiney, and Katrina Rutland; however, when test materials are present, no entry into the secure testing storage area will occur without notification to the STC. The School Secure storage area will be located in a locked/fireproof filing cabinet in the MTSS's office. Access is restricted via a lockable filing cabinet housed in the MTSS office; the STC will be the only person with a key to the filing cabinet. Only the School Test Coordinator and the individuals named above will have access to these materials, and two persons (to include at least one certified individual) will always be present when test materials are present. Any other persons needing access to the storage room must be accompanied by one of the persons listed above. A sign stating "Authorized Personnel Only," with the listed names, will be posted on the cabinet. A sign-in sheet will be posted on the wall next to the file cabinet, documenting persons entering/exiting the secure file cabinet and accessing the secure materials, along with the date and time of the entry/exit. All persons at the school level involved in handling test materials will sign a Test Security Confidentiality Agreement.

4. Detail the secure material location at the school site and how materials are kept secure. List the individuals with access to the secure storage location and their role.

- The secure material location for St. Martin Upper Elementary School will be in the school's MTSS office testing closet. The MTSS office is in the second main hallway next to the faculty bathrooms and the first fifth-grade hall. Access is restricted via a lockable filing cabinet housed in the MTSS office's testing closet; only the STC has a key to the cabinet.

5. Describe the ticket printing process: where, by whom, and how far in advance of the first scheduled test administration.

- Authorization tickets for the MAAP and ELPT state assessments will be printed during the planning process, no more than a week before the scheduled test date. The STC will access ticket information in the presence of a designated, test-trained employee. The tickets will be

accessed and printed on the MTSS's computer, located in the MTSS office. The STC and another test-trained individual will be present for all test ticket printing. Once printing for all assessments is complete, the STC and a designated, trained employee will transport the testing tickets to the secure testing closet in the MTSS office.

6. Describe the preparation and organization of secure testing materials prior to test day.

- Before test day, the STC will prepare Test Administrator Manuals, Seating Charts, Electronic Device Agreements, Scratch Paper, and formula sheets (when applicable) in the testing binder. On printing day, the STC and a designated employee will print testing tickets and place them in file folders labeled with the teacher's name and test. They will be placed in the locked file cabinet until it is time to prepare all binders for the test day. Once test tickets are placed in the testing binder, the binder will be locked in the file cabinet until the time to distribute it to the test administrator on test day.

7. Describe the distribution of secure material procedure observed by the STC when providing TAs testing materials on test day and how these materials are collected after testing, ensuring chain of custody for the duration.

- Before the state assessment begins, all secure test materials are counted and verified by the School Test Coordinator (STC) and another test-trained individual, then organized in binders for distribution. Two test-trained staff members deliver the binders directly to each Test Administrator (TA) in their assigned testing rooms. Inside the room, the TA and Proctor count and verify all materials using the inventory sheet, ensure every student is seated according to the seating chart, verify accommodations (if applicable), and sign both the seating chart and inventory sheet. The signed seating chart and inventory sheet are slid under the door for the STC to verify and sign. After each testing session, the Test Administrator or Proctor will signal that testing is complete. The School Test Coordinator and other trained personnel will then pick up the test materials from the individual classrooms. These persons will count the test material and verify, by signature, that all materials have been received. The test materials will then be returned to the Secure Storage Area. Two test-trained people always accompany all secure materials at all times.

Alternate procedure: Test Administrators and another trained person will pick up test materials from the Secure Storage Area. Materials will be counted and signed for by the Test Administrator.

8. Describe how scratch paper will be tracked within the testing room.

- The test ticket will be used as their first piece of scratch paper. If the student requests an additional sheet of scratch paper, the student will write their name on it. The TA/proctor will track the number of additional sheets of scratch paper on a class roster. Once the student is finished with the test, the TA/proctor will collect the test ticket, extra scratch paper (if requested), and/or formula sheet (if applicable).

9. Briefly describe how test materials will be distributed to students and accounted for before students leave the testing area.

- Test Administrators and Proctors will distribute test documents to students utilizing the seating chart. Test documents will be taken up as students complete the test. Test Administrators and Proctors will count the materials and compare the amount to the information on the Seating Chart to ensure that all materials have been accounted for. Test materials will be picked up by the School Test Coordinator or other designated personnel, along with another trained adult, before students leave the testing area.

10. For materials not designated for return to the vendor, describe the shredding of secure material procedure observed by the school. The school's procedure must adhere to the district policy.

- All secure test materials that are not returned to the vendor, such as scratch paper or printed test tickets, must be shredded to maintain security. The School Test Coordinator (STC) and one other test-trained staff member collect and verify these materials to ensure no secure test materials are included. The approved materials are shredded on-site. The shred date will be documented on the STC Certification.

Section D. Additional Procedures

11. Describe the protocols for school monitoring of test administrators, proctors, students, and others involved in the testing process (role of STC, principal, Hall Monitor, etc., outside testing rooms, inside testing rooms).

- Inside testing rooms, the TAs and Proctors (TP) will actively monitor students as they test, ensuring they stay on task and awake, and looking specifically for testing irregularities. TA and TP will also monitor students to ensure there are no concealed cell phones or other electronic devices in the testing room. Hall Monitors will monitor students by periodically checking the windows of the testing rooms and assisting the TA and TP in identifying testing irregularities. The STC will monitor the testing halls to ensure students are actively working and that TAs, Proctors, and HMs are

actively monitoring. The Principal will ensure the cell phones of all TAs and Proctors are out of the testing room and will be made aware of any major issues that arise by the STC.

12. Describe the procedures for conducting restroom and, if needed, stretch breaks during or between tests. Procedures shall include how secure test materials and devices used for testing will be handled and secured during breaks.

- Restroom: If a student must go to the restroom during a test, the test administrator will instruct the student to pause the test. The TA will slide a bathroom sign under the testing room door. The hall monitor will escort the student to the bathroom and back to the testing room. When the student returns to the testing room, they will sign back in and continue working on the test.

13. Describe the procedures for conducting restroom and, if needed, stretch breaks during or between tests. Procedures shall include how secure test materials and devices used for testing will be handled and secured during breaks.

- Lunch: If a student has extended time and needs to eat lunch before the assessment is complete, the procedure will be to collect and account for all testing materials. The STC and another trained employee will secure the materials in the locked file cabinet in the MTSS office. Students who are still testing will remain in the testing room, or they will be taken to the cafeteria as a group to a designated area. The Test Administrator and Proctor will stay with the class during lunch and will ensure that no discussion of the test is allowed. After an approximate thirty-minute lunch and bathroom break, the School Test Coordinator and at least one other trained person will return the test materials to the classroom.

14. Schools may choose to dismiss students who finish early or allow them to read library books or other materials not related to the content of the test. Address the procedure for implementing this process while being sensitive to avoid excessive disruptions to those students who are still testing.

- At the conclusion of the assessment, students will remain in the testing room until the STC and another trained employee arrive and account for

all secure materials. Once all materials are accounted for, the students will be dismissed on a class-by-class basis and instructed to exit the testing area in a manner that does not disrupt any class testing in close proximity. If a student finishes the assessment early, the test administrator or proctor will collect the secure materials, and the student will be instructed to lay his/her head on the desk until the conclusion of the timed test. Students testing in extended-time rooms will be dismissed at the STC's discretion.

High and Medium Priority Irregularities

An irregularity log is required for each testing room. Test administrators, proctors, and STC shall maintain a written record of any irregularity that may occur within the test room. Irregularities will be reported to the DTC immediately.

- The Jackson County School District policy prohibits the possession of a cell phone or a smart watch in the testing room or while handling secure materials. Every TA, Proctor, and student will sign an agreement that he/she is not in possession of a cell phone or any other electronic device. If this agreement is violated, the following consequences will apply.
    - Staff: Any staff member who violates state testing procedures/protocol by bringing an electronic device into the designated testing area will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to 3 days.
    - Student: Any student who violates testing procedures/protocols by bringing in an electronic device into the designated testing areas will receive an office referral, which may include up to 3 days OSS (Out of School Suspension). Additionally, the student's test scores may be invalidated.

Emergency Procedures

15. Describe the procedures addressing individual student emergencies (bathroom, sudden illness). Include how test time will be recorded, so accurate time is provided upon the student's return.

- If a student becomes sick during testing and cannot complete the test, the test administrator will collect all the test materials from the student and

dismiss the student. The student will be escorted to the bathroom or office by a trained employee. If any test materials are ruined due to a student becoming ill, they will be placed in a sealed bag for disposal. The District Coordinator will be notified. The STC will complete an irregularity form and request a test reset. If the student needs to leave the classroom for 20 minutes or less and can return to finish the test, the TA will track the time lost and allow the student to continue testing for that many minutes past the end time.

16. Describe the procedures for online testing that address disruptions at the school (i.e., power outages, network problems).

- Power/Network Issues: If power or network service goes out before or during testing, students will be held in the testing room for no more than 30 minutes. The TA will instruct them not to speak to one another. If the outage lasts more than thirty minutes, a decision will be made to reschedule the test (if it has not been started). If the test was in progress at the time of the outage and is a timed test, any time lost will be added back to the test's allotted time. In addition, computer technicians employed by the Jackson County School District are assigned to individual schools for assistance. All technicians receive test security training and have a confidentiality agreement on file.

- Evacuation of Testing Room: In accordance with Mississippi School Safety Manual § 37-11-5, St. Martin Upper will adhere to a comprehensive list of Emergency/Crisis Management Procedures. In the event of a unique threat that requires evacuation procedures during a state assessment, we will follow the district's Emergency/Crisis Response Procedures to ensure the health and safety of our students and staff. The STC will work with the TAs to maintain the integrity of all secure test materials. In the event of a unique threat, the TA and Proctor will make every effort to account for all secure test materials and log students out before allowing anyone to exit the classroom. Once materials have been secured, students will be dismissed and will receive further instructions from the hall monitor. TAs and Proctors will secure and exit the classroom after all students have vacated the secured environment. After the threat of injury has subsided, the TA and proctor shall be the first to enter the secured classroom. Upon re-entry, the TA and Proctor will account for all the test materials. Any inconsistencies that could jeopardize the security and integrity of the assessment will be documented and reported to the STC. If students were

able to log out, they will log back in, and testing will resume, depending on how long they were out of the room. If a reset is necessary, it will be requested.

Electronic Devices and Suspected Cheating

17. Describe the policy and procedure developed by the school principal that ensures unauthorized electronic devices are not allowed in the testing area, including the procedure for student and staff electronic devices. Students and trained personnel are not permitted to have any electronic devices in the testing environment. To ensure this does not happen, the SMUE procedure is as follows:

- Students will be instructed to turn off all electronic devices and place them in their bookbags. As students arrive at school on the day of the test, they will enter the gym and place their bookbags, including all electronic devices, in a designated area until all testing is over for the day. As the students enter the testing room, the TA will ask to see their wrists to ensure all smartwatches have been removed and will ask them to check all pockets to ensure they do not have their phones. When the TA enters the room with test materials, the students will be asked again whether they have any electronic devices on their person. If they do, the device will be collected and stored in the front office until the assessment concludes. The test proctor will then read the electronic device agreement to the students in the testing room. The students will sign an agreement stating that they do not have a cell phone, a smartwatch, or any other electronic device. Any employee involved in state testing must turn their cell phone in to the front office or leave it in their personal vehicle before reporting to the testing area.

18. Describe how TAs are to handle and report suspected cheating to the STC and the school principal. Include the STC reporting the process to the DTC.

- If the TA suspects cheating in the testing room, he or she will move the student to another desk and make a note on the seating chart and in the testing binder. They will report the suspected cheating to the STC. If a student is confirmed to have cheated, they are removed from the testing area. The STC immediately reports confirmed cheating to the DTC and writes an irregularity report.

19. When testing using desktops, laptops, and tablets, students will submit their test and log off the device. Detail how the TA will verify this requirement prior to the students leaving the testing area/room.

- To ensure all students log out of the vendor platform on the testing Chromebooks, the TA will watch the student log out and collect the testing Chromebook before the student leaves the testing room.

Calculators

20. Describe the process to ensure appropriate calculators are used on state assessments. Students are not allowed to have more than one handheld calculator on their desks during testing.

- Calculators are not allowed for Grades 4 and 5.

21. Describe the process to clear the calculator's entry history after testing.

- Calculators are not allowed for Grades 4 and 5.

Seating Charts

22. Outline of procedure the STC uses to prepare and maintain seating charts for students during Statewide assessments.

- Various schools have chosen different methods: alphabetical, prearranged seating to separate friends, placement of students at the front of the room based on IEP or special circumstances, etc. To facilitate the test process, seating charts are generally prepared in advance and simply updated with annotations to reflect any student absences.

- A seating chart is required for each room/site used for any statewide assessment, including retest and make-up test sessions. Seating charts shall be legible and reflective of the room's seating layout. Each chart shall maintain the following information: subject area tested, any accommodations provided (if applicable to the test session administered), the date of test administration, the name of the Proctor, and the name and Mississippi teacher's license number of the TA. Each seating chart shall be signed by the STC and TA, verifying its accuracy. (Appendix F, Section IV, 17d).

Section E. Accommodations

23. Detail the procedure observed by the STC to verify appropriate accommodations are entered into the vendor platform prior to test day.

- Before testing, in an effort to ensure that all accommodations are listed on student IEPs, LSPs, and 504s, the STC will collect all accommodation documentation for each student's case worker. Following this, the STC will consolidate all forms into a spreadsheet. All student caseworkers will then review this document as part of the checks-and-balances procedure.

- For online testing, the STC will use all documentation from IEPs, LSPs, and 504s to assign accommodations properly. Once assigned to each student, the STC will run an online report showing all assigned accommodations for each test and check it against the student's accommodations sheets.

- Before starting any tests in accommodated rooms, the TA will verify that all students' accommodations are listed on the seating chart. The STC will provide the TA with a copy of the student's testing accommodations, and the TA and Proctor will verify that each student's correct accommodations are on their testing screen or that they are provided with all their accommodated testing material. The TA and proctor will sign off, verifying that all accommodations were provided during their testing session.

24. Drive the procedure observed by the STC to ensure testing staff are aware of the accommodations they are to provide and how to provide them properly.

- The accommodations will be listed on the seating chart. The TA will be trained before the testing on how to provide the accommodation the student needs.

25. When testing an accommodated student over multiple days (accommodation #25), describe how the materials will be distributed and collected each day, as well as the process to ensure test questions from the previous day(s) are not accessed in subsequent testing day(s).

- When a student has Accommodation 25, material distribution and collection will follow the procedures outlined in Section C. The TA and STC will instruct the student not to return to questions answered the previous day. The TA and TP will monitor the number of the question the student is on to ensure he/she does not return to questions answered the previous day.

26. Describe the process to transcribe responses into the appropriate vendor platform.

- If a student has a paper/pencil accommodation, the student will take a written version of the test. After the student completes the assessment, he/she will be dismissed from the testing room. At this time, the test administrator, test proctor, and another trained employee will transcribe the student responses into the online platform. Each person will have a role in the transcription process. The test administrator will log in to the online platform and enter the student responses. The test proctor will read the student responses to the test administrator, and the other trained employee will monitor the test administrator to ensure the responses are entered exactly as the test proctor verbalizes them. At the conclusion, the three of them will review the responses to ensure they were entered exactly as the student answered on the paper version of the test. The test will then be submitted online.

27. If needed, describe the type of medical monitoring needed for your school and how it will be conducted.

- For students who require medical devices to monitor their health, the appropriate documentation, such as an IEP or 504, will be kept in the testing audit binder. The attached document should outline the procedures and accommodations specifically for the student and the device. (i.e., A student requiring a cellular device for glucose monitoring may be accommodated by small group testing or preferential seating) Accommodations will be listed on the seating charts.

Jackson County School District
Vancleave High School
School Security Plan 2026

We assure that Vancleave High School will be in full compliance with the testing requirements set forth in Appendix F of the current version of the ***Mississippi Public School Accountability Standards*** and Mississippi Code 37-16-4. We understand there is one Security Plan governing the School District and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Jackson County School District		**Vancleave High School**	
District		**School**	
Raina Holmes Principal	Signature		Date 11/4/25
Courtney Henderson School Test Coordinator	Signature Courtney Henderson		Date 11/4/25
Dr. Tanya Sonnier District Test Coordinator	Signature		Date 11-4-2025
David Baggett Superintendent	Signature		Date 11/7/25

Section A: Tests Administered

- MS Academic Assessment Program (MAAP) for Algebra I, Biology and English II
- MS Academic Assessment Program Alternate (MAAP-A)
- English Language Proficiency Test (ELPT) Cambium Assessment, Inc. (CAI); ELPA 21
- ACT 11th Grade
- ACT Wokkeys

Section B: School Training / Test Administration Personnel

The STC shall attend applicable training sessions sponsored by OSA vendors and presented by the DTC for any upcoming assessments. The STC will conduct an in school security training with all staff involved in state testing. This training will be presented both in the fall and in the spring. This training shall include the following topics:

- Secure material handling / distribution, how to use district developed secure material transfer logs for testing
- Test security violations and consequences for violation.
- Accommodations: Review key steps of how to administer the respective assessments with accommodations.
- Review vendor's Test Administrator Manual
- Discuss irregularity types: how to identify, report and address each type that may arise during testing.
- Emergency procedure protocols
- Student monitoring: Actively observing students during testing
- Classroom set up
- NOTE: ACT and ACT Workkeys will follow all ACT guidelines and utilize ACT training materials and videos

A dated, detailed agenda of the training including copies of handout, PowerPoints, and other materials will be kept in the testing binder. Documentation that participants were informed of the consequences of testing violations (Test Security Confidentiality Agreement) and signatures of all attendees will be kept in the testing binder.

Test administration personnel shall be licensed employees of the school district. Test Proctors and hall monitors may be either certified or noncertified employees.

Section C: Handling Materials - MAAP, MAAP-A, ELPT, ACT

Initial Retrieval of Test Materials

All MAAP, MAAP-A, ACT and ELPT test materials will be retrieved from the central office and transported to the school by Courtney Henderson, STC and Amy Campbell (or another designee). All materials will be verified with Tanya Sonnier, DTC and another designee. Upon arrival on campus, the materials will be placed in a secure, locked testing closet in the library. The library is located in the front of the building. Access is limited via a locked door only to STC-Courtney Henderson, Guidance Counselor – Amy Campbell and Teacher Interventionist – Sean Steverson.

Procedure for Printing and Storing Students' Online Authorization Tickets

Authorization tickets for the MAAP and ELPT state assessments will be printed during the planning process of the assessments, no more than a week in advance of the scheduled test date. Ticket information will be accessed by STC – Courtney Henderson in the company of designated, trained employee – Kim Seymour. The tickets will be accessed and printed on Courtney Henderson's computer, located in the Library. Courtney Henderson and Kim Seymour will be present for all test ticket printing. Once printing is completed for all assessments, Courtney Henderson and Kim Seymour will prepare the tickets for testing in Courtney Henderson's office. Once prepared, Courtney Henderson and Kim Seymour will transport the testing tickets to the secure storage area in the library. If Kim Seymour is not available on the designated printing day, Amy Campbell with fill in.

Preparation and Organization of Secure Materials Prior to Test Day
Approximately two weeks before testing begins, Courtney Henderson, STC will prepare Test Administrator Manuals, Seating Charts, Electronic Device Agreements, Test Room Sign Out Sheet, Scratch paper, and formula sheets / writing rubrics (when applicable) in the testing binder. All binders will be placed and locked in the secure storage area until time to print the test tickets. On printing day, Courtney Henderson, STC and designated employee, Kim Seymour will remove the testing binders from the secure storage and follow the guidelines above for printing

Distribution of Secure Materials to TA
On the morning of the test, testing binders are delivered to the testing rooms by Courtney Henderson, STC and three other trained employees immediately after morning announcements. Test Administrators and proctors should be in their assigned rooms by 8:30 am to receive test materials. Each TA will count the number of test items received and verify what they have received on the secure material checklist.

Distribution and Collection of Test Materials from TA to the students
Once all students are in the correct seat according to the seating chart, The test proctor will read the Electronic Device Agreement to the students and have the students sign the form. After the form is signed, the TA will pass out the test tickets and formula sheet / writing rubric if applicable. The TA will instruct the student to state his/her name before handing them the test ticket. When all tickets and supplemental materials are passed out, the TA will initial the roster indicating the student received the test ticket and formula sheet/writing rubric if applicable. The test ticket will be used as scratch paper. If the student requests an additional sheet of scratch paper, the TA will place a mark by the student's name on the roster. Once the student is finished with the test, the TA will collect the test ticket, extra scratch paper (if requested), and / or formula sheet or writing rubric and initial the roster indicating all materials have been accounted for.

Procedure for Returning Materials to STC
The TA will notify a hall monitor after his/her class has completed all testing. The HM will notify Courtney Henderson, STC. Courtney Henderson and another trained employee will pick up test materials from the classroom that has completed testing and verify that all test materials have been returned by counting and initialing the Secure Material Sign Tracking Form. The STC and another trained employee will return the materials to the secure area in the library.

Shredding Process
All secure items that are not returned to the vendor shall be shredded once all testing is complete by Courtney Henderson, STC and Amy Campbell. The shred date will be documented on the STC Certification.

Section D: Additional Procedures

School Monitoring Protocols
Inside testing rooms, TA and TP will actively monitor students testing, making sure students are staying on task, staying awake, and looking specifically for students who are attempting to cheat. TA and TP will also monitor students to make sure there are no concealed cell phones or electronic devices in the testing room. Hall Monitors will monitor students by periodically looking in the windows of the testing rooms and assisting the TA and TP in identifying possible cheating. The STC will monitor the testing halls to make sure students are actively working and TA, TP, and HM are actively monitoring. The Principal will ensure the cell phones of all TA and TP are located in the vault located in the Guidance Office and will be made aware of any major issues that arise by the STC.

Break Procedures
Restroom: If a student must go to the restroom during a test, the test administrator will instruct the student to pause the test and turn in their testing ticket. The student will be monitored during the restroom break by the hall monitor. When the student returns to the testing room the test administrator will return the test ticket make sure the student signs back into and continues working on the test.
Lunch: If a student has extended time and needs to eat lunch before the assessment is complete, the procedure will be to collect and account for all testing materials. The STC and another trained employee will secure the materials either in the closet in the library or in the testing room. Students will then be escorted to the cafeteria and instructed not to talk during this time. Once they are finished eating and trash is disposed of, STC and another trained employee will return the testing materials from the secure area. This applies to extended time students only. All other students will finish the test before they are dismissed for lunch.

Students Exiting Testing Room

At the conclusion of the assessment, students will remain in the testing room until the STC and another trained employee gets to the room and accounts for all secure materials. Once all materials are accounted for, the students will be dismissed on a class-by-class basis and instructed to exit the testing area in a manner that does not disrupt any class that may be testing in close range. If a student finishes the assessment early, secure materials will be collected by the test administrator or proctor, and the student will be instructed to lay his or her head on the desk until the conclusion of the timed test. Students testing in extended time rooms will be dismissed at the discretion of the STC.

Testing Irregularities

An irregularity log is required for each testing room. Test administrators, proctors and SCT shall maintain a written record of any irregularity that may occur within the test room. Irregularities will be immediately reported to the DTC.

The Jackson County School District policy prohibits the possession of a cell phone or a smart watch in the testing room or while handling secure materials. Every TA, TP, and student will sign an agreement that he/she is not in possession of a cell phone or any other electronic device. If this agreement is violated, the following consequences will be set forth.

- Staff:

Any staff member that violates state testing by bringing in an electronic device will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to 3 days. This includes both violations by the teacher for bringing in an electronic device as well as procedural violations in which a student is permitted (whether intentional or unintentional) to bring in an electronic device.

-Students:

Any student who violates testing by bringing in an electronic device will receive an office referral which may include up to three days OSS. The student's test will be invalidated.

Emergency Procedures

Student Illness:

If a student becomes sick during testing and cannot complete the test, the test administrator will collect all test materials from the student and dismiss the student. The student will be escorted to the bathroom or office by a trained employee. If any test materials are ruined because a student becomes sick, the test materials will be placed in a sealed bag for disposal. The District Test Coordinator will be notified. The STC will fill out an irregularity form and request a reset of the test. If the student needs to leave the classroom for 20 minutes or less, and is able to return to finish the test, the TA will track the amount of time lost and allow the student to continue testing past the end time for however many minutes lost.

Testing Disruptions:

If before or during testing, the power or network goes out, the students will be held in the testing room for no more than thirty minutes. They will be instructed by the TA not to speak to one another. If the outage lasts more than thirty minutes a decision will be made to reschedule the test (if it has not been started) or reassign tests in progress to the JCSD Career Technology Center or to Vancleave Middle School if either campus is available. If the test was in progress at the time of the outage and is a timed test, any time lost will be added back to the time given for the test. In addition, computer technicians employed by the Jackson County School District are assigned to individual schools for assistance. All technicians receive test security training and have a confidentiality agreement on file.

Evacuation of Testing Room:

In accordance with Section 37-11-5 of the Mississippi School Safety Manuel, Vancleave High School will adhere to a comprehensive list of Emergency/Crisis Management Procedures. In the event of a unique threat which will require the use of evacuation procedures during a state assessment, we will adhere to the Emergency/Crisis Response Procedures set forth by the district to ensure the health and safety of our students and staff. The STC will work with the TAs to maintain the integrity of all secure test materials. In the event of a unique threat, the TA and Proctor will make every effort to account for all secure materials and log students out before allowing anyone to exit the classroom. Once materials have been secured, students will be dismissed and will receive further instructions from the hall monitor. TAs and Proctors will secure and exit the classroom after all students have vacated the secured environment. After the threat of injury has subsided, the TA and proctor shall be the first to enter the secured classroom. Upon re-entry the TA and Proctor will

account for all the test materials. Any inconsistencies that could jeopardize the security and integrity of the assessment will be documented and reported to the STC. If students were able to be logged out, they will log back in and testing will be resumed, depending on how long the students were out of the room. If a reset it necessary, it will be requested.

Electronic Devices and Suspected Cheating

Students and trained personnel are not permitted to have any electronic devices in the testing environment. To ensure this does not happen, VHS procedure is as follows: Students will be instructed by their first block teachers to turn off all cellular devices / watches and store them in their bookbags. The principal will announce for all cellular devices / watches to be powered off and placed in bookbags. As students enter the testing room, the TA will ask to see the student's wrists to ensure all smart watches have been removed. When the STC or designated employee get to the testing room with test materials, the students, again, be asked if they have an electronic device on their person. If they do, the device will be collected and stored in the counselor's office until the conclusion of the assessment. The test proctor will then read the electronic device agreement to the students in the testing room. The students will sign an agreement stating they do not have a cell phone, smart watch, or any other electronic device. Any employee involved in state testing must turn their cell phone into the guidance office before reporting to the testing area. Employees will be giving an envelope with their name on it. The cell phone will be placed in the envelope and locked in the vault until the end of testing.

If the TA suspects cheating in the testing room, he or she will move the student to another desk and make a note on the seating chart and in the testing binder. They report the suspected cheating to the STC. If a student is confirmed cheating, they are removed from the testing area. The STC immediately reports confirmed cheating to the DTC and writes an irregularity report.

To ensure all students log out of the vendor platform on the testing chromebooks, the TA will watch the student log out and collect the testing chromebook before the student leave the testing room.

Calculator Policy

During testing, only the school's allowable calculators will be used. Each calculator will be reset and cleared of any stored formulas or applications before being distributed to the students. Prior to the assessment date, the math department chair or her designee will clear all school calculators of stored formulas, applications, and/or programs. After they are cleared, the calculators will be locked in a secure area until the day of the Algebra I test. On the day of the assessment, the calculators will be delivered to the testing rooms by the STC and another trained employee and will be subject to all procedures for handling secure materials. At the conclusion of the test, the math department chair and another designee will clear and reset the calculators. Students are NOT allowed to bring a personal calculator to use for any state assessment.

Seating Charts

Students seating location will be based on testing class rosters, and/or IEP directives. Seating charts include school, date, test administration, accommodations, students' name and MSIS number, printed name and license number of TA name of TP and name of STC. TA, TP, and STC must sign the seating chart and confirm students are sitting in the correct spot. A copy of the seating chart will be placed on the door outside the testing room. The STC will tape students names on the desk prior to testing.

Section E: Accommodations

Verifying Accommodations

The STC will work with the SPED department to collect the state assessment page of the student's IEP. The IEP for all students receiving accommodations will be kept in the Auditor's Binder. The STC will enter the accommodations into the online platform DRC and/or Questar. The STC will print an accommodation roster via the online platform. The accommodation roster will be compared to the student's IEP to ensure the proper accommodations have been assigned to the student.

Staff Awareness

The accommodations will be listed on the seating chart. The TA will be trained prior to testing on how to provide the accommodation the student needs.

Multiple Day Accommodations

When a student has a Accommodation 25, material distribution and collection will follow the procedures set forth in Section C. The TA and STC will instruct the student not to go back to questions answered on the previous day. The TA and TP will monitor the number of the question the student is on to ensure he or she does not go back to questions answered on the previous day.

Assessment Transcription Process

If a student has a paper / pencil accommodation, the student will take a written version of the test. After the student completes the assessment, he or she will be dismissed from the testing room. At this time, the test administrator, test proctor, and another trained employee will transcribe the student responses into the online platform. Each person will have a role in the transcription process. The test administrator will login into the online platform and enter the student responses. The test proctor will read the student responses to the test administrator and the other trained employee will watch the test administrator to ensure they are entering the responses just as the test proctor verbalizes. At the conclusion, the three of them together will review the responses to make sure they entered exactly as the student answered in the paper version of the test. The test will then be submitted online.

Medical Monitoring

In the event a student uses a cellular device for medical monitoring, it must be documented in either an IEP or 504 plan. If either plan is not available, one must be written and include the appropriate documentation from a medical professional. The IEP or 504 plan including all pertinent information will be kept on file at the school and will be available to MDE upon request. Any student using a cellular device or application for medical monitoring may not have the device in his/her possession during MAAP or MAAP-A testing. However, the device may be in the testing room in close proximity to the student. The cellular device must have all long-range connectivity, such as cellular or Wi-Fi functions turned off if it will not interfere with the medical function. Bluetooth may be left on to communicate with the monitoring device. Guidelines for test administrators are as follows:

A student requiring a medical monitoring device may test individual, in a small group or in a regular testing session with a test administrator, proctor, and an individual to monitor the device. The individual monitoring the device will be trained to do so and will be seated directly behind the student with the cellular device face up on the desk. The individual monitoring the device will watch for alerts regarding the student's health. For no other reason shall the phone be picked up or touched.

TEST SECURITY PLAN
January 2026 - December 2026
Vancleave Lower Elementary (026)
Jackson County Schools (3000)

ASSURANCE STATEMENT & SIGNATURE LINES
ASSURANCES

We, the undersigned, assure that Vancleave Lower Elementary in the Jackson County School District will be in full compliance with the testing requirements as set forth in Appendix F of the Mississippi Public School Accountability Standards, 2012 and Mississippi Code 37-16-4. We, the undersigned, understand that there is one Test Security Plan governing the school district and one Test Security Plan for each school. This School Security Plan will be updated and signed by the appropriate personnel each year.

Krista Sablich **School Principal**	Krista Sablich Signature	11/4/2025 Date
Jessica Riendeau **School Test Coordinator**	Jessica Riendeau Signature	11/4/2025 Date
Dr. Tanya Sonnier **District Test Coordinator**	Tanya Sonnier Signature	11/4/25 Date
Mr. David Baggett **Superintendent**	David Baggett Signature	11/7/25 Date

Name of Tests:

- ELPT - Cambium Assessment, Inc. (CAI) and Alternative ELPT - Cambium Assessment, Inc. (CAI)
- ELPA21 Screener/Placement Assessment and Alternative ELPA21 Screener/Placement Assessment
- Kindergarten Readiness Assessments (KRA)
- Third Grade MS Academic Assessment Program (MAAP): ELA Sessions 1 and 2 and Math
    - Third Grade MS Academic Assessment Program (MAAP): ELA Session 1 Retests 1 & 2, if necessary
- MS Academic Assessment Program- Alternate (MAAP-A)

Testing Schedule/Calendar:

1. See attached School Testing Schedule

School Training/ Test Administration Personnel:

2. The School Test Coordinator (STC) will train all essential staff following District level training. Each staff member must sign in before training begins and submit their Test Security and Confidentiality Agreement at the conclusion.

    - Staff will receive printed copies of the following:
        - Training Agenda, Job Description, Appendix F
    - Staff will be sent electronic copies of the following
        - PowerPoints reviewed during training, Senate Bill 2258, MS Code of 1972
    - Staff will review, sign, and submit a Test Security and Confidentiality Agreement at the conclusion of training.
    - If any staff are not present for training, an appointment must be made with the STC for training. If training is not complete, the staff member will not qualify for a role in State Testing and therefore cannot be a Test Administrator, Proctor, or Hall Monitor.
    - Topics to be trained and discussed, but not limited to:
        - Test Security, Test Security Consequences, Electronic Device Notice, Testing Job Descriptions, Test Security Plans-District and School, Appendix F, Senate Bill 2258, MS Code of 1972, Accommodations, Testing Irregularities, Mississippi DoE PowerPoints, as required, Seating Charts
    - After training, the STC will submit a copy of the required documentation to the DTC.
    - The Training Agenda, Sign In Sheets, Test Security and Confidentiality Agreements, PowerPoints, and copies of Appendix F, Senate Bill 2258, MS Code of 1972 will be placed in the current year's VLE School Testing Notebook.

3. Certified teachers with an active license will be utilized as Test Administrators, Test Proctors, or Hall Monitors during state testing windows. Non-Certified staff will be utilized as Test Proctors and Hall Monitors during state testing windows.

Handling Materials

4. Secure Materials & Access

    - All test materials will be retrieved from the district office by the STC and another test trained personnel member. After verifying all materials with the DTC, secure materials will be transported back to the school and placed in the secured testing cabinet in the vault. Secure materials include, but are not limited to, any material containing student identifiable information, student responses and/or test content which can be included on the following: paper accommodated materials, read-aloud paper scripts or log-in tickets for scripts, reference sheets, used scratch/graph paper, student testing tickets, MAAP-A Test administration manuals/task cards/scoring sheets, used accommodation 48 supplemental aids, access codes, seating charts
    - The following individuals have been trained in test security, have signed a Test Security/Confidentiality Agreement, and have access to the locked filing cabinet in the vault.

- School Test Coordinator
- MET Chair

5. Ticket Process

   - Test Tickets will be printed no later than 48 hours prior to the first scheduled assessment. Ticket information will be accessed by the STC, and printed at the office in the company of another approved personnel member. The office copier will be used if this printer is offline. Once the tickets have been printed, they will be transported (if needed) to the STC's classroom to be prepared for testing. Once prepared the STC and approved personnel will place tickets in the secure storage location until test day.

6. Preparation of Materials

   - Prior to test day, the STC will create a folder for each TA. This folder will include classroom testing logs, pencils, digital timer, etc. Teachers will be given a seating chart template to prepare. This will be done via Google Workspace. The STC will print all seating charts to place with the prepared, non-secure testing folder.
   - Secured testing materials, such as log-in tickets or access codes, will be prepared and placed in the locked vault at least 48 hours prior to testing begins.

7. Distribution of Secure Materials

   - On the day of testing, the STC and another test trained individual will utilize a push cart to deliver secure testing materials to the appropriate TA. The TA will sign that they have verified the seating chart for accuracy and counted all secure testing materials. After testing is completed, the TA will verify in the presence of the STC that the binder has all secure materials included. The TA will sign that everything has been checked. The STC will keep each binder on the push cart and be supervised by the STC and another trained TA until all testing is complete. Materials will be returned to the locked cabinet in the vault upon completion of all tests for the day. If there will be additional testing the following day, the STC will prepare binders for the following day with an approved personnel member.

8. Scratch Paper Tracked

   - Scratch paper will be given to each student along with their login codes, as needed. Students will write their name on the scratch paper that is given. The TA will count log-in tickets and scratch paper with entering and exiting the room and sign off on a tracking sheet. STC will count and sign off on materials when exiting the room.

9. Testing Materials Distributed to Students

   - Test materials will be distributed by the TA in the classroom prior to beginning the test. The testing ticket and scratch paper will be collected after the test has been completed. All materials will be returned to the STC after all students have completed the test. Students will stay in their designated classroom until all tests in that hallway have been completed. Students needing to leave to use the restroom will be allowed to leave, but will be documented on the classroom testing log provided.

10. Shredding Materials

- All materials that are not designated for return will be shredded by the STC in the front office with an additional, test trained individual, after completion of assessments.

Additional Procedures during Test Administration:

11. Protocols for School Monitoring of Test Administration

    - During test administration, the Principal will oversee the personnel performing the following assigned duties. STC will distribute and collect secure materials, communicate any tech issues with the appropriate personnel, inform other personnel of their responsibilities during testing. Proctors will actively monitor students in the testing room. Test administrators will actively monitor students inside the testing room. The hall monitor(s) will collect electronic devices from school personnel involved with test administration, have personnel sign the electronic prohibition form, and deliver all devices to the office. The hall monitor will ensure that the hallways are clear of personnel not authorized to be in the hallway. The hall monitor will escort students to their destination after testing has begun on the hallway. Outside of the testing classrooms will be signs posted to remind others to remain quiet and leave all technology out of the hallway. Students will leave their bookbags in the hallway during testing, if testing in their classroom. Inside the testing rooms, all words will be covered, bookbags removed, and all electronic devices unplugged and stored in a locked cabinet.

12. Bathroom Breaks

    - During the test, any student needing to use the restroom will be escorted by the hall monitor to and from the restroom. If a student has not yet completed their test and requires a restroom break, devices or materials being used by the student(s) leaving the classroom will be secured by using the guidelines of signing out/logging out or pausing provided by the testing company being utilized. Students will be taken individually by the hall monitor so there will not be any chance of students discussing items. Upon the student's return to the testing room, the test administrator and proctor will help the student log back into the test or unpause, as needed.

13. Lunch Breaks

    - If a break for lunch is needed, the STC and one other test security trained person will count and collect the test materials from the TA and Proctor and return them to the secure storage area. Lunch will be brought to the students. After 30 minutes, STC and another test trained individual will bring secure materials to the testing room. STC will create a new seating chart if needed.Students will resume testing.

14. Dismissal of Early Finishers

    - Students who finish early will sit quietly and wait for the other students to complete their test. We will not dismiss classes unless the entire testing process is being held up by a minimal

number of students. If this occurs, the STC will be notified and testing will be stopped. All test materials will be collected and inventoried by the Test Administrator and Proctor and then by the STC and one other trained person. Students who have completed the test will be dismissed with an appropriate supervisor and the students who need to continue testing will either remain in the same room or will be moved to another area. Test materials will be re-distributed to these students.

High and Medium Priority Irregularities:

15. Student Emergencies

- Bathroom
    - TA/Proctor will signal the Hall Monitor with the appropriate sign by sliding it under the door.
    - If a timed assessment, the student will pause their test while in the bathroom.
    - TA and Proctor must document the student request on the Sign In/Out sheet in the Testing Notebook for a student to leave for the bathroom.
    - Hall Monitor will escort one student at a time to the hallway bathroom for emergencies.

- Sudden Illness
    - TA/Proctor will signal the Hall Monitor with the appropriate sign by sliding it under the door.
    - If a timed assessment, the student will pause the test while out of the room. If the student does not return, the test will be stopped.
    - The Hall Monitor will walk the student to the nurse and await his/her diagnosis. If the student is allowed to return, the Hall Monitor will escort the student back. If the student is not allowed to return, the Hall Monitor will leave the student with the nurse and return to the testing area, informing the TA/Proctor that the student will not return.
    - The STC must be notified of the student illness and inform the DTC of the issue.

16. Procedure for online testing, including procedures to address when disruptions occur (power outages, network problems, etc.).

- Students will remain on the assigned computer until the network or power comes back up, in case the page reloads correctly. The STC will attempt to contact the school's IT personnel with any major issues in an attempt to resolve the issue quickly. In the event of a prolonged power or network outage, the session will be rescheduled as a make-up, and the incident reported as an irregularity to the STC, Principal and DTC using the irregularity form.

Electronic Devices and Suspected Cheating

17. Plan that prohibits the possession and/or use or any electronic communication device, including cell phones and personal digital assistant devices, during the administration of scheduled statewide assessments:

- Vancleave Lower Elementary has a policy which prohibits student possession of cell phones on campus. Students will leave their book bags and other personal articles in their classroom, if testing in another room. Students will leave their book bags and other personal articles in the hallway, if testing in their classroom. Test Administrators, Proctors, and Hallway Monitors will turn in cell phones, smart watches, walkie talkies, and other devices to the Hallway Monitor prior to testing beginning. All personnel who enter the testing room will sign the Electronic Device form, ensuring that they have removed all electronic devices. The Hallway Monitor and STC will be allowed to have walkie talkies for communication outside of the testing environment to address concerns.

18. Process of Handling and Reporting Suspected Cheating

- TA/Proctor will verify the student's identity with their authorization ticket, student badge, and/or verbal confirmation from the student. Students will be separated by either partitions or adequate spacing. Walls/Posters/Signs, etc. containing writing will be covered up.

- If a test administrator suspects that cheating is happening in their assigned classroom, they will report it to the STC immediately. The STC and principal will investigate the situation. The process will be reported to the DTC. Should cheating be discovered, the STC will work with the DTC to submit the correct testing irregularity report.

19. Process of Verification of Test Completion

- Test Administrators will notify the STC once testing is completed. STC will verify completion through the testing platform. Students will follow testing protocol until completion is confirmed. The STC will confirm completion with the Test Administrator.

20. Process to Ensure Calculators are Used on State Assessments

- N/A as calculators are not used at our level.

21. Process to Clear Calculator's History

- N/A as calculators are not used at our level.

Seating Charts

22. Procedure Used by STC to Prepare and Maintain Seating Charts

- Either the STC or Test Administrator will create seating charts, taking into consideration student needs and IEP/LSP directives. Makeup testing seating charts will be created after determining the absences and any irregularities requiring make up sessions. Seating charts should include First and Last Name, State ID (MSIS Number), and any accommodations. If a student is absent, on the day of the given test, "Absent" will be written next to that student's name.

- Seating Charts will include a space for the TA's name and Mississippi teachers' license number. The Proctor(s) name will also be listed.

- Each seating chart will be signed by the TA, Proctor, and STC verifying the accuracy of the seating chart.

Accommodations

23. Procedure Observed by the STC to Verify Appropriate Accommodations Are Entered into Vendor Platform

    - The STC will verify all appropriate accommodations with the LSC prior to testing. The STC will ensure all accommodations are properly set up in each testing platform the students will utilize. The STC and LSC will review all accommodation settings prior to testing to ensure they are enabled.

24. Procedure Observed by the STC to Ensure Testing Staff Are Aware of the Accommodations

    - The STC will give the Test Administrator a red folder containing student(s) Accommodations as well as a copy of the Accommodations Explanation Page from the Accommodations Manual prior to testing beginning.

25. Multi-day Testing Procedures

    - TA will be notified where to stop during a test if a student has multi-day testing prior to beginning testing.
    - Testing materials will be collected after the designated stopping point daily.
    - Materials will be returned on the next testing day.
    - The STC will review with the TA that a student can not return to questions already answered during previous testing. The TA will review this with the student(s) prior to beginning testing.

26. Process of Transcribed Response into Vendor Platforms

    - Once the test has been completed, the transferring of answers will be done by either:
        - Test Administrator/Proctor and STC
        - STC and one other trained person

27. Medical Monitoring Devices

    - For students requiring medical devices monitoring their health, appropriate documentation will be kept in the VLE Testing Notebook. A copy will also be placed in the Testing Notebook for the appropriate classroom. The document should outline the procedures and accommodations specifically for the student and for the device. Accommodations will be listed on the seating charts.
    - For staff requiring medical monitoring devices monitoring their health, appropriate documentation will be kept in the VLE Testing Notebook. Signage will be placed on the test room door documenting the staff member's need. The staff member will be allowed to have a

monitoring device outside of the testing room within reasonable proximity for accurate monitoring. The staff member may have mints on their person in case of medical necessity.

Vancleave Middle School
Test Security Plan
Jackson County School District
January 2026- December 2026 School Year

We assure that **Vancleave Middle School** will be in full compliance with the testing requirements set forth in Appendix F of the current version of the ***Mississippi Public School Accountability Standards*** and Mississippi Code 37-16-4. We understand there is one Security Plan governing the School District and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Dr. Ashley Allred Principal	Ashley McAllred Signature	11/10/25 Date
Katie Nicholson School Test Coordinator	Katie Nicholson Signature	11/10/25 Date
Dr. Tanya Sonnier District Test Coordinator	Tanya Sonnier Signature	11/10/25 Date
David Baggett Superintendent	David Baggett Signature	11/11/25 Date

Section A. Testing Schedule

Name of Test(s): ELPA21, MAAP 3-8 ELA, MAAP 3-8 Math, MAAP 8th Grade Science, MAAP - A, Cambium Assessment Inc. (CAI)

VMS Test Schedule - See Attached

Section B. School Training/Test Administration Personnel

The STC shall attend applicable training sessions sponsored by OSA vendors and the DTC for all assessments. The STC will conduct an in-school security training with all staff involved in state testing. The training shall include the following topics:

- Secure material handling/distribution: how to use district-developed secure material transfer logs for testing
- Test security violations and consequences for violations.
- Accommodations: Review key steps of how to administer the respective assessments with accommodations.
- Review the vendor's Test Administrator Manual
- Discuss irregularity types: how to identify, report, and address each type that may arise during testing.
- Emergency procedure protocols
- Student monitoring: Actively observing students during testing
- Classroom set up

All testing personnel (test administrators, proctors, and support staff) will undergo formal training provided by the School Test Coordinator (STC). Each training session will include the following documentation:

- Dated Agenda
- Copy of handouts, PowerPoints, and other materials used in training
- Documentation that participants were informed of the consequences of testing violations
- Signatures of all who attended this training
- Signed Test Security/Confidentiality agreements

Test administration personnel shall be licensed employees of the school district. Test Proctors and hall monitors may be either certified or noncertified employees.

Section C. Handling Materials - MAAP, MAAP-A, ELPT

Initial Retrieval of Test Materials

All MAAP, MAAP-A, and ELPT test materials will be retrieved from the central office and transported to the school by the STC and another certified trained designee. All materials will be verified with the DTC and another designee. Upon arrival on campus, the materials will be placed in a secure, locked testing closet in room 211. Access to the closet in room 211 is limited via a locked door only to STC and the Interventionist.

Procedure for Printing and Storing Students' Online Authorization Tickets

Authorization tickets for the MAAP and ELPT state assessments will be printed during the planning process of the assessments, no more than a week in advance of the scheduled test date. Ticket information will be accessed by STC in the company of a designated, trained employee. The tickets will be accessed and printed on the STC's computer, located in room 211. The STC and the other trained designee will be present for all test ticket printing. Once printing is completed for all assessments, the STC and the other trained designee will transport the testing tickets to the secure testing closet in room 211.

Preparation and Organization of Secure Materials Before Test Day

Approximately two weeks before testing begins, the STC will prepare Test Administrator Manuals, Seating Charts, Electronic Device Agreements, Test Room Sign Out Sheets, Scratch Paper, and formula sheets/writing rubrics (when applicable) in the testing binder. All binders will be placed and locked in the secure testing closet until the time to print the test tickets. On printing day, the STC and the designated employee will remove the testing binders from the secure closet and follow the guidelines above for printing.

Distribution of Secure Materials to TA

Two trained personnel will be with the testing materials at all times. The STC and the other trained designers will be set up in a designated location with testing materials. Test administrators will come to the designated area to inventory testing materials in front of STC and the designated employee. Once materials are verified as accurate, two or more test administrators will escort each other to the testing rooms in the same hall. Hall monitors will assist with Test Administrators getting into their testing rooms with a second person. Test booklets/answer sheets/authorization tickets will be counted and signed for by the Test Administrator. The School Test Coordinator or designee will confirm Test Administrator has inventoried materials. Testing documents will only be left in the testing area with two test security-trained individuals, one of whom will always be a certified individual. All secure testing materials will be locked in a secure testing closet until needed.

Distribution and Collection of Test Materials from the TA to the students

Once all students are in the correct seat according to the seating chart, the test proctor will read the Electronic Device Agreement to the students and have the students sign the form. After the form is signed, the TA will pass out the test tickets, formula sheet/writing rubric if applicable. The test ticket will be used as scratch paper. If the student requests an additional sheet of scratch paper, the student will write their name on it. Once the student is finished with the test, the TA will collect the test ticket, extra scratch paper (if requested), and/or formula sheet or writing rubric.

Procedure for Returning Materials to STC

The TA will notify a hall monitor after his/her class has completed all testing. The HM will notify the STC. The STC and another trained employee will pick up test materials from the classroom that has completed testing and verify that all test materials have been returned by counting and initialing the Secure Material Sign Tracking Form. The STC and another trained employee will return the materials to the secure area in the library.

Shredding Process

All secure items that are not returned to the vendor shall be shredded once all testing is complete by the STC and the other trained designee. The shred date will be documented on the STC Certification.

Section D. Additional Procedures

School Monitoring Protocols

Inside testing rooms, the TA and TP will actively monitor students testing, making sure students are staying on task, staying awake, and looking specifically for students who are attempting to cheat. TA and TP will also monitor students to make sure there are no concealed cell phones or electronic devices in the testing room. Hall Monitors will monitor students by periodically looking in the windows of the testing rooms and assisting the TA and TP in identifying possible cheating. The STC will monitor the testing halls to make sure students are actively working and TA, TP, and HM are actively monitoring. The Principal will ensure the cell phones of all TA and TP are located in the closet located in the front office and will be made aware of any major issues that arise by the STC.

Break Procedures

Restroom: If a student must go to the restroom during a test, the test administrator will instruct the student to pause the test. The TA will slide a bathroom sign under the door of the testing room. The hall monitor will escort the student to the bathroom and back to

the testing room. When the student returns to the testing room, the student will sign back into and continue working on the test.
Lunch: If a student has extended time and needs to eat lunch before the assessment is complete, the procedure will be to collect and account for all testing materials. The STC and another trained employee will secure the materials either in the closet in room 211 or in the testing room. Students will then be escorted to the cafeteria and instructed not to talk during this time. Once they are finished eating and the trash is disposed of, STC and another trained employee will return the testing materials from the secure area. This applies to extended time students only. All other students will finish the test before they are dismissed for lunch.

Students Exiting Testing Room

At the conclusion of the assessment, students will remain in the testing room until the STC and another trained employee get to the room and account for all secure materials. Once all materials are accounted for, the students will be dismissed on a class-by-class basis and instructed to exit the testing area in a manner that does not disrupt any class that may be testing in close range. If a student finishes the assessment early, secure materials will be collected by the test administrator or proctor, and the student will be instructed to lay his/her head on the desk until the conclusion of the timed test. Students testing in extended time rooms will be dismissed at the discretion of the STC.

Testing Irregularities

An irregularity log is required for each testing room. Test administrators, proctors, and STC shall maintain a written record of any irregularity that may occur within the test room. Irregularities will be immediately reported to the DTC.

The Jackson County School District policy prohibits the possession of a cell phone or a smart watch in the testing room or while handling secure materials. Every TA, TP, and student will sign an agreement that he/she is not in possession of a cell phone or any other electronic device. If this agreement is violated, the following consequences will be set forth.

- Staff: Any staff member who violates state testing by bringing in an electronic device will receive a written reprimand. Additionally, a recommendation will be made to the Superintendent for a suspension without pay for up to 3 days. This includes both violations by the teacher for bringing in electronic devices as well as procedural violations in which a student is permitted (whether intentional or unintentional) to bring in an electronic device.
- Student: Any student who violates testing by bringing in an electronic device will receive an office referral, which may include up to 3 days OSS. The student's test will be invalidated.

Emergency Procedures

Student Illness:

If a student becomes sick during testing and cannot complete the test, the test administrator will collect all the test materials from the student and dismiss the student. The student will be escorted to the bathroom or office by a trained employee. If any test materials are ruined because a student becomes sick, the test materials will be placed in a sealed bag for disposal. The District Coordinator will be notified. The STC will fill out an irregularity form and request a reset of the test. If the student needs to leave the classroom for 20 minutes or less, and can return to finish the test, the TA will track the amount of time lost and allow the student to continue testing past the end time for however many minutes lost.

Testing Disruptions:

If before or during testing, the power or network goes out, the students will be held in the testing room for no more than thirty minutes. The TA will instruct them not to speak to one another. If the outage lasts more than thirty minutes, a decision will be made to reschedule the test (if it has not been started) or reassign tests in progress to Vancleave High School if available. If the test was in progress at the time of the outage and is a timed test, any time lost will be added back to the time given for the test. In addition, computer technicians employed by the Jackson County School District are assigned to individual schools for assistance. All technicians receive test security training and have a confidentiality agreement on file.

Evacuation of Testing Room:

In accordance with Section 37-11-5 of the Mississippi School Safety Manual, Vancleave Middle School will adhere to a comprehensive list of Emergency/Crisis Management Procedures. In the event of a unique threat that will require the use of evacuation procedures during a state assessment, we will adhere to the Emergency/Crisis Response Procedures set forth by the district to ensure the health and safety of our students and staff. The STC will work with the TAs to maintain the integrity of all secure test materials. In the event of a unique threat, the TA and Proctor will make every effort to account for all secure test materials and log students out before allowing anyone to exit the classroom. Once materials have been secured, students will be dismissed and will receive further instructions from the hall monitor. TAs and Proctors will secure and exit the classroom after all students have vacated the secured environment. After the threat of injury has subsided, the TA and proctor shall be the first to enter the secured classroom. Upon re-entry, the TA and Proctor will account for all the test materials. Any inconsistencies that could jeopardize the security and integrity of the assessment will be documented and reported to the STC. If students were able to log out, they will log back

in, and testing will be resumed, depending on how long the students were out of the room. If a reset is necessary, it will be requested.

Electronic Devices and Suspected Cheating

Students and trained personnel are not permitted to have any electronic devices in the testing environment. To ensure this does not happen, the VMS procedure is as follows: Students will be instructed to turn off all electronic devices and place them in their bookbags. As students arrive at school on the day of the test, they will enter the gym and place their bookbags with all electronic devices inside them in a designated area until all testing is over for the day. As the students enter the testing room, the TA will ask to see the students' wrists to ensure all smartwatches have been removed and will ask them to check all pockets to ensure they do not have their phones on them. When the TA enters the room with test materials, the students, again, will be asked if they have any electronic devices on their person. If they do, the device will be collected and stored in the front office until the conclusion of the assessment. The test proctor will then read the electronic device agreement to the students in the testing room. The students will sign an agreement stating they do not have a cell phone, smart watch, or any other electronic device. Any employee involved in state testing must turn their cell phone into the front office or leave in their personal vehicle before reporting to the testing area.

If the TA suspects cheating in the testing room, he or she will move the student to another desk and make a note on the seating chart and in the testing binder. They will report the suspected cheating to the STC. If a student is confirmed to have cheated, they are removed from the testing area. The STC immediately reports confirmed cheating to the DTC and writes an irregularity report.

To ensure all students log out of the vendor platform on the testing Chromebooks, the TA will watch the student log out and collect the testing Chromebook before the student leaves the testing room.

Calculator Policy

When allowable, calculators cleared of all stored formulas, applications, and/or programs will be provided to students to use during the math portion of the assessment. Before the assessment date, math teachers will be responsible for clearing all calculators of stored formulas, applications, and/or programs. ALL calculators will be placed into a storage container and secured in the testing closet on the day before the assessment. On the day of the math assessment, the calculators will be delivered with the secure testing materials.

Seating Charts

The teacher will approve seating charts that are based on individual needs, classroom layouts, IEPs, and test accommodations (if applicable). Teachers will turn in seating charts to the STC approximately one week before testing. A copy of the seating chart will be taped on the door outside the testing room during the assessment.

Section E. Accommodations

Verifying Accommodations

The LSC will provide the STC with a copy of each student's IEP accommodations page. The MTSS coordinator will provide the STC with a copy of each 504 Plan. The EL district coordinator will provide the STC with a copy of each ELSP. These copies will be cross-referenced with the school's accommodation spreadsheet (created by the LSC). Together, the STC and LSC will enter accommodation information into the testing system, verifying that all accommodations match the IEPs, 504s, and ELSPs. All Special Education teachers will also be required to review accommodations for their specific students and initial that all are correct.

Staff Awareness

The accommodations will be listed on the seating chart. The TA will be trained before the testing on how to provide the accommodation the student needs.

Multiple Day Accommodations

When a student has Accommodation 25, material distribution and collection will follow the procedures outlined in Section C. The TA and STC will instruct the student not to go back to questions answered on the previous day. The TA and TP will monitor the number of the question the student is on to ensure he/she does not go back to questions answered on the previous day.

Assessment Transcription Process

If a student has a paper/pencil accommodation, the student will take a written version of the test. After the student completes the assessment, he/she will be dismissed from the testing room. At this time, the test administrator, test proctor, and another trained employee will transcribe the student responses into the online platform. Each person will have a role in the transcription process. The test administrator will log in to the online platform and enter the student responses. The test proctor will read the student responses to the test administrator, and the other trained employee will watch the test administrator to ensure they are entering the responses just as the test proctor verbalizes. At the conclusion, the three of them together will review the responses to make sure they entered exactly as the student answered on the paper version of the test. The test will then be submitted online.

Medical Monitoring

In the event a student uses a cellular device for medical monitoring, it must be documented in either an IEP or a 504 plan. If either plan is not available, one must be written and include the appropriate documentation from a medical professional. The IEP or 504 plan, including all pertinent information, will be kept on file at the school and will be available to MDE upon request. Any student using a cellular device or application for medical monitoring may not have the device in his/her possession during MAAP or MAAP-A testing. However, the device may be in the testing room in proximity to the student. The cellular device must have all long-range connectivity, such as cellular or WiFi functions, turned off if it will not interfere with the medical function. Bluetooth may be left on to communicate with the monitoring device. Guidelines for test administrators are as follows:

A student requiring a medical monitoring device may test individually, in a small group, or in a regular testing session with a test administrator, proctor, and an individual to monitor the device. The individual monitoring the device will be trained to do so and will be seated directly behind the student with the cellular device face up on the desk. The individual monitoring the device will watch for alerts regarding the student's health. For no other reason shall the phone be picked up or touched.

Jackson County School District
Vancleave Upper Elementary
School Security Plan 2026

We assure that Vancleave Upper Elementary, in the Jackson County School District, will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code § 37-16-4. We understand that there is one Security Plan governing the school district and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Jackson County School District	Vancleave Upper Elementary
District	School

Kimberly Tillman School Principal	 Signature	10/30/25 Date
Amy Wilson School Test Coordinator	 Signature	10/30/25 Date
Tanya Sonnier District Test Coordinator	 Signature	10/30/25 Date

Vancleave Upper Elementary School

State Testing Plan & Protocols (2025–2026)

Section A. Testing Window/Calendars

Primary Assessment
Test Name: Mississippi Academic Assessment Program (MAAP)
Subjects: Algebra I, Biology, English II; Grades 3–8 English Language Arts (ELA) and Math
Testing Window: April 27, 2026 – May 15, 2026

Test Name: MS Academic Assessment Program - Alternate (MAAP-A)
Subjects: ELA and Math
Testing Window: March 9, 2025 – May 1, 2025

Test Name: English Language Proficiency Test (ELPT)
Subjects: English Learners
Testing Window: March 2, 2026 – April 15, 2026

Test Name: National Assessment of Educational Progress (NAEP).
Subjects: Mathematics and Reading
Testing Window: January 26, 2026 – March 20, 2026

MISSISSIPPI DEPARTMENT OF EDUCATION

2025-2026 Statewide Testing Calendar

Office of Student Assessment
C. Alan Burrow, Associate State Superintendent

		Testing Window			Testing Population		Vendor
Test Name	Details	Start Date	Finish Date	Maximum Duration in Minutes	Grade Levels	Include Retesters	
Kindergarten Readiness Assessment (KRA)	Beginning of Year (BOY)	7/21/2025	9/19/2025	Varies	PK-K	No	Renaissance Learning
	Middle of Year (MOY)	11/17/2025	12/19/2025	Varies	PK-K	Yes	
	End of Year (EOY)	4/20/2026	5/15/2026	Varies	PK-K	Yes	
3rd Grade MS Academic Assessment Program ELA	Initial	4/6/2026	4/17/2026†	180	3	Yes	DRC
3rd Grade Reading Alternative Assessment	1st Retest	5/11/2026	5/15/2026	180	3	Yes	
3rd Grade Reading Alternative Assessment	2nd Retest	6/22/2026	6/26/2026	180	3	Yes	
MS Academic Assessment Program (MAAP) for Algebra I, Biology, English II & Algebra I	Fall	12/1/2025	12/19/2025	180-270*	Algebra I, Biology, English II	Yes	
MS Academic Assessment Program (MAAP) for Graduating Seniors/Early Graduates	Spring***	4/6/2026	4/17/2026**	180-270*	Algebra I, Biology, English II	Yes	
MS Academic Assessment Program (MAAP) for Algebra I, Biology, English II; Grades 3-8 ELA, Math; & Grades 5 & 8 Science		4/27/2026	5/15/2026	180-270*	Algebra I, Biology, English II; Grades 3-8 ELA & Math, Grades 5 & 8 Science	EOC	
Special Populations							
MS Academic Assessment Program - Alternate (MAAP-A)	Fall Retest/4x4 block	12/1/2025	12/12/2025	Untimed	SCD HS EOC	Yes	DRC
	ELA & Math	3/9/2026	5/1/2026	Untimed	SCD 3-8, HS EOC	EOC	
	Science	3/9/2026	5/1/2026	Untimed	SCD 5, 8, HS EOC	EOC	
English Language Proficiency Test (ELPT)	English Learners	3/2/2026	4/15/2026	Untimed	K - 12	No	CAI

Key: TBD = To be determined

*† **Grade 3 ELA UPDATE:** Beginning with the 2025-2026 school year, both grade 3 ELA sessions should be administered in the initial grade 3 window (4/6/26 - 4/17/26) to receive scores for retest assignments. The initial grade 3 reading and writing may only be given during the regular window (4/27-26 - 5/15/26) for extenuating circumstances (i.e. transfer students, medical emergencies, etc.) Please see K-3 Assessment Key Dates document for further information on all dates related to the Literacy-Based Promotion Act.*

** Testing Times: ELA Session 1 (180 minutes) and 2 (90 minutes) will be 270 minutes total. Math only has 1 session (180 minutes). For some students with accommodations, testing days may vary from a minimum of one (1) day to a maximum of three (3) days.*

***Date shown is the ending date to receive early scores for graduating seniors/early graduates taking EOC Algebra I, Biology, and English II. Note: Graduating senior/early graduate English II students should complete both sessions during the early test window (4/6/26 - 4/17/26).*

****Mardi Gras is February 17, 2026; Easter is April 5, 2026; Spring Break typically will be March 9-13, 2026; Coastal Spring Break varies during March, April.*

Section B. Training Protocols

Training for School Personnel

- All testing personnel—including test administrators, proctors, and support staff—will undergo formal training provided by the School Test Coordinator (STC).
- Each training session will include a dated, detailed agenda; copies of training materials such as PowerPoint presentations and handouts; and information and documentation regarding test security procedures, violations, and consequences.
- Additionally, participants will be required to sign Test Security and Confidentiality Agreements, and an attendance sheet with participant signatures will be maintained for recordkeeping.

Training Topics

- The training will cover several critical topics to ensure proper test administration and security. These include secure material handling and distribution, along with guidance on using district-developed secure material transfer logs during testing. Test security violations and their consequences will be reviewed in detail.
- The training will also cover accommodations, focusing on key steps for administering assessments to students with approved accommodations.
- Additionally, participants will review the Test Administrator Manual and discuss various types of testing irregularities, including how to identify, report, and address each type.
- Emergency procedure protocols will be outlined, and staff will be instructed on the importance of actively monitoring students during testing.
- Finally, guidance will be provided on the appropriate classroom setup to maintain a secure and distraction-free testing environment.
- Test administration personnel shall be licensed employees of the school district. Test Proctors and hall monitors may be either certified or noncertified employees or volunteers.

Training Protocols for Each Role

- **School Test Coordinator (STC)**
    - The School Test Coordinator (STC) attends all required training sessions conducted for both the fall and spring testing windows. The STC is responsible for training test administrators and other staff on testing procedures and security protocols. They take inventory of all testing materials, ensure they are securely stored and distributed, and return them to the District Test Coordinator (DTC) after testing is complete. The STC maintains the security of all materials and ensures full compliance with testing policies. Acting as the liaison between the school and the DTC, the STC also schedules and

manages all testing activities within the designated window. In addition, they collaborate with special education staff to prepare and implement appropriate testing accommodations for eligible students.

- **Test Administrator (TA)**
  - The Test Administrator attends required training sessions prior to each test administration, including specific training on accommodations when applicable. They must hold a valid Mississippi Educator License and be employed by the district. Test Administrators are responsible for securing and distributing test materials in accordance with the procedures outlined in the test manual. They must accurately account for and record all materials, ensuring their return after testing concludes. During testing, they conduct unbiased sessions by strictly following all scripts and procedures, while maintaining test security and actively monitoring for any violations. A quiet, organized, and distraction-free environment must be maintained at all times, and all testing rooms should be free of academic content. The Test Administrator supervises students closely, ensures proper sign-in procedures are followed, and enforces rules regarding electronic devices. Additionally, they assist in the event of emergencies and are required to remain in the testing room unless officially relieved by a hall monitor.

- **Proctor**
  - The Proctor actively monitors testing rooms to ensure a secure and orderly environment, enforcing all testing rules throughout the session. They assist with the distribution and collection of testing materials, helping to maintain proper material handling procedures. Additionally, proctors are responsible for recording and promptly reporting any irregularities or technical issues that arise during testing.
- **Hall Monitor**
  - Hall monitors attend pre-test training sessions to understand their responsibilities and ensure test security procedures are followed. They escort students during restroom breaks to maintain a secure testing environment and may substitute for test administrators or proctors when necessary. Hall monitors observe testing areas from outside the rooms to help prevent any security breaches and are responsible for reporting all irregularities directly to the School Test Coordinator (STC).

Section C. Handling Secure Materials

Secure Storage Location

- Secure testing materials will be stored in a locked room located in Building F on the 5th Grade Hall, the first door on the right upon entering the building. The STC, is the only individual with a key to the deadbolt securing the exterior of the room. In the event of an unforeseen circumstance preventing the STC from being present on a testing day, two test-trained personnel shall obtain the key to the deadbolt and strictly adhere to all protocols and procedures outlined by the Mississippi Department of Education. This occurrence shall be documented and reported directly to the District Test Coordinator (DTC). When secure testing

materials are present, two authorized personnel—one of whom must be the STC—shall sign in and out of the room.

- In the event of an unforeseen circumstance that prevents the (STC) from being present on a testing day, two test-trained personnel shall obtain the key to the deadbolt and follow all protocols and procedures outlined in the Mississippi Department of Education guidelines. This incident will be documented and reported directly to the District Test Coordinator (DTC).

Secure Testing Materials Include

- The following secure and non-secure testing materials will be managed and stored appropriately: test booklets, read-aloud scripts, reference sheets, used scratch and graph paper, testing tickets, MAAP-A materials, scoring sheets, accommodation aids, access codes, and seating charts. All materials will be handled in accordance with state and district testing security guidelines to ensure the integrity of the assessment process.

Initial Retrieval

- All test materials will be retrieved from the central office and transported to the school by the School Test Coordinator (STC), along with another designated staff member. Upon arrival on campus, the materials will be placed in a secure, locked testing closet located in Building F.

Printing and Sorting Authorization Tickets

- Authorization tickets will be printed during the planning process for the assessments, no more than one week in advance of the scheduled test date. Ticket information will be accessed by the STC, and a designated, trained employee. Printing and preparation will take place in the secure testing room located in Building F.

Preparation and Organization of Secure Materials (Prior to Test Day)

- Approximately two weeks before testing begins, the STC will prepare the Test Administrator Manuals, Seating Charts, Electronic Device Agreements, Test Room Sign-Out Sheets, scratch paper, and formula sheets or writing rubrics (when applicable) in the testing binder. All binders will be placed and locked in the secure storage area until it is time to print the test tickets. On printing day, the STC and another designated employee will remove the testing binders from secure storage and follow the guidelines outlined above for printing.

Distribution of Secure Materials to the TA and Proctor

- On the morning of the test, testing binders are delivered to the testing rooms by The STC and three other trained employees immediately after morning announcements. Test Administrators and proctors should be in their assigned rooms by 7:30 a.m. to receive test materials. At the classroom door, each Test Administrator will count the number of test items received and verify them against the secure material checklist. Two trained personnel handle materials at all times, with the STC serving as the primary individual with access to the secure storage area.
- After testing, all secure materials must be collected, counted, and verified by two trained adults before being returned to secure storage. MDE-provided checklists will guide the procedures to be followed before, during, and after testing.

Distribution of Secure Materials from the TA and Proctor to the Students

- Upon entering the classroom, students will sign the Electronic Device Agreement and take their seats according to the seating chart.

- The Test Administrator (TA) will distribute the testing tickets, two pieces of scratch paper, and a formula sheet or writing rubric, if applicable. If a student requests an additional sheet of scratch paper, the TA will mark the student's name on the roster.
- Once the student has finished the test, the TA will collect the test ticket, scratch paper, and any formula sheet or writing rubric, then initial the roster to confirm that all materials have been accounted for.

Returning Testing Materials from the Classroom to the STC:

- The Test Administrator (TA) shall place the appropriate card outside the classroom door to notify the hall monitor that testing has been completed.
- A hall monitor will notify the STC that testing in a room has been completed. The STC, along with another trained employee, will then pick up the testing materials from the classroom.
- The STC will verify that all materials have been returned by counting them and initialing the Secure Material Sign Tracking Form.
- Finally, the STC and the designated employee will return the materials to the secure storage area in Building F.

Shredding Procedures:

- All secure items that are not returned to the vendor will be shredded by the STC and other designated personnel once all testing is complete. The date of shredding will be documented on the STC Certification.

Section D. Additional Assessment Procedures

Monitoring and Security During Testing

- Active monitoring is required at all times during testing. Inside the testing rooms, Test Administrators (TAs) and Test Proctors (TPs) will actively observe students to ensure they remain on task, stay awake, and to specifically watch for any attempts to cheat.
- Hall Monitors will support this effort by periodically observing through the windows of testing rooms and assisting TAs and TPs in identifying potential cheating.
- The School Test Coordinator (STC) will oversee the testing halls to ensure that students are actively engaged in their work and that TAs, Proctors, and Hall Monitors are maintaining vigilant supervision.

Breaks Procedures

- Restroom or Illness- Student
    - If a student needs to use the restroom during testing or becomes ill, the Test Administrator (TA) shall signal the hall monitor using the appropriate sign. The hall monitor will assist in managing the situation. The TA shall instruct the student to pause the test and record the student's time out and time in on the classroom log sheet provided by the STC. The student will be accompanied and monitored by a hall monitor during the restroom break. Upon returning to the testing room, the student shall resume testing. The TA shall document the student's name, the nature of the emergency, and the time out/in on the form provided by the STC.
    - If a student becomes sick during testing and cannot complete the test, the Test Administrator will collect all test materials from the student and dismiss them. The student will be escorted to the bathroom or office by a trained employee. If any test materials are damaged due to the student becoming sick, the materials will be placed in a sealed bag for disposal, and the District Test Coordinator will be notified. The STC will complete an irregularity form and request a test reset.
- Restroom or Illness- TA or Proctor
    - If a TA or proctor needs to use the restroom or becomes ill, a hall monitor will step into the classroom to provide coverage. The hall monitor will sign the designated area on the seating chart, noting the time in and out. At all times, there needs to be a certified staff member in the testing room. The staff member will sign in/out on the appropriate paperwork, and the hall monitor will sign the appropriate spot on the attendance sheet with the time in/out of the testing room.
- Lunch (Extended Time Students)
    - For students with extended time who need to eat lunch before completing the assessment, all testing materials will be collected and accounted for. The STC and another trained employee will secure the materials in Building F or testing area. Students will then be escorted to the cafeteria and instructed to remain silent during lunch. This procedure applies only to extended-time students; all other students must finish the test before being dismissed for lunch.

- Students who are allotted extended time may be relocated to an alternate testing room to minimize disruptions.
- **Students:** Any student found with an electronic device during testing will receive an office referral, which may result in up to three days of out-of-school suspension (OSS). Additionally, the student's test will be invalidated.

Facility Evacuation (Weather, Fire, etc.)

- Evacuation of Testing Room
  - Vancleave Upper will adhere to the Emergency/Crisis Management Procedures established by the district. In the event of a unique threat requiring evacuation during a state assessment, we will follow the district's Emergency/Crisis Response Procedures to ensure the health and safety of students and staff.
  - The School Test Coordinator (STC) will work closely with Test Administrators (TAs) to maintain the integrity of all secure test materials. In the event of a threat or evacuation, the TA and Proctor will make every effort to account for all secure materials and log students out before allowing anyone to exit the classroom. Once the materials are secured, students will be dismissed and receive further instructions from the hall monitor. TAs and Proctors will secure the room and exit only after all students have left the secured environment.
  - After the threat has passed, the TA and Proctor will be the first to re-enter the secured classroom. Upon re-entry, they will account for all test materials, documenting and reporting any discrepancies that could compromise the security and integrity of the assessment to the STC. If students were logged out, they will log back in, and testing will resume based on the amount of time spent outside the room. If a test reset is necessary, the STC will request it.

Technology Malfunctions

- If the power or network goes out before or during testing, students will remain in the testing room for no more than thirty minutes. During this time, the Test Administrator will instruct students not to speak to one another. If the outage lasts longer than thirty minutes, a decision will be made to reschedule the test, provided it has not yet started. If the test was already in progress and is timed, any lost time will be added back to the allotted testing period.
- Additionally, computer technicians employed by the Jackson County School District are assigned to individual schools to provide assistance. All technicians receive test security training and have signed confidentiality agreements.

Electronic Device Policy

Students and trained personnel are not permitted to have any electronic devices in the testing environment. To ensure compliance, VUE will implement the following procedures:

- **Students:** All student bookbags will be placed in the main rotunda, away from the classrooms. Students will be instructed to turn off any cell phones, smartwatches, or other electronic devices and store them in their bookbags. Before secure testing materials are brought into the classroom, the Test Administrator (TA) and Proctor will ask students to empty their pockets and

check their wrists. The TA will also remind students of the consequences of having an electronic device in the testing room. Additionally, students will sign an agreement confirming they do not possess a cell phone, smartwatch, or any other electronic device during testing.

- **Employees:** Any employee involved in state testing must turn in their cell phone to the office before reporting to the testing area. All employees will store their phones and watches in a designated cubby located at the front of the building.

Test Security Violations and Consequences

- An irregularity log is required for each testing room. Test Administrators, Proctors, and the School Test Coordinator (STC) shall maintain a written record of any irregularities that occur within the test room. All irregularities must be reported immediately to the STC and then to the District Test Coordinator (DTC).
- The Jackson County School District policy prohibits possession of cell phones, smartwatches, or any other electronic devices in the testing room or while handling secure materials. Every Test Administrator, Proctor, and student will sign an agreement confirming they do not have any such devices in their possession during testing.
- If this agreement is violated, the following consequences will apply:
    - **Staff:** Any staff member who violates state testing rules by bringing an electronic device into the testing area will receive a written reprimand. Additionally, a recommendation for suspension without pay for up to three days will be made to the Superintendent. This applies both to staff members who bring in devices themselves and to procedural violations where a student is allowed to bring in a device, whether intentionally or unintentionally.

Suspected Cheating

- If the Test Administrator (TA) suspects cheating in the testing room, they will move the student to another desk and make a note on the seating chart and in the testing binder. The TA will then report the suspected cheating to the School Test Coordinator (STC). If cheating is confirmed, the student will be removed from the testing area. The STC will immediately report the confirmed cheating to the District Test Coordinator (DTC) and complete an irregularity report.
- To ensure all students properly log out of the vendor platform on testing Chromebooks, the TA will closely observe the student logging out and collect the Chromebook before the student leaves the testing room.

Seating Chart

- Students' seating locations will be based on testing class rosters and/or IEP directives. Seating charts will include the school name, date, test administration, accommodations, students' names and MSIS numbers, as well as the printed names and license numbers of the Test Administrator (TA), Test Proctor (TP), and School Test Coordinator (STC). The TA, TP, and STC must sign the seating chart to confirm that students are seated in their assigned spots. A copy of the seating chart will be posted on the door outside the testing room.

Section E. Accommodations

Accommodations Review:

- The STC will collaborate with the Special Education (SPED) department to obtain the state assessment page from each student's IEP, 504 plan, or medical plan. All IEPs, 504 plans, and medical plans for students receiving accommodations will be stored in the Auditor's Binder. The STC will enter the accommodations into the online platform and generate an accommodation roster, which will then be reviewed against each student's IEP to ensure all accommodations are accurately assigned.
- Accommodations will also be documented on the seating chart. Prior to testing, the Test Administrator (TA) will receive training on the proper implementation of each student's required accommodations.

Multiple Day Accomodations:

- When a student has Accommodation 25, material distribution and collection will follow the procedures outlined in Section C. The Test Administrator (TA) and School Test Coordinator (STC) will instruct the student not to return to questions answered on the previous day. The TA and Test Proctor (TP) will closely monitor the question number the student is working on to ensure compliance with this requirement.

Assessment Transcription Process

- If a student has a paper/pencil accommodation, they will take a written version of the test. After completing the assessment, the student will be dismissed from the testing room. At that time, the Test Administrator, Test Proctor, and another trained employee will work together to transcribe the student's responses into the online platform. Each person will have a specific role in this process: the Test Administrator will log in and enter the student responses; the Test Proctor will read the student responses aloud to the Test Administrator; and the other trained employee will observe the Test Administrator to ensure the responses are entered exactly as verbalized by the Test Proctor. Upon completion, all three will review the responses together to confirm accuracy before final submission.

Medical Monitoring Devices:

- If a student uses a cellular device for medical monitoring, this must be documented in either an IEP or 504 plan. If such a plan is not already in place, one must be developed that includes appropriate documentation from a medical professional. The IEP or 504 plan, containing all pertinent information, will be kept on file at the school and made available to the Mississippi Department of Education (MDE) upon request.
- Any student using a cellular device or application for medical monitoring may not have the device in their possession during MAAP or MAAP-A testing. However, the device may be kept in the testing room in close proximity to the student. All long-range connectivity functions, such

as cellular or WiFi, must be turned off unless doing so would interfere with the medical function. Bluetooth may remain on if needed to communicate with the monitoring device.

- Guidelines for Test Administrators are as follows: A student requiring a medical monitoring device may test individually, in a small group, or in a regular testing session with a Test Administrator, Proctor, and an individual assigned to monitor the device. The individual monitoring the device will be trained for this role and will be seated directly behind the student, with the cellular device placed face-up on the desk. This individual will watch for any health alerts related to the student. For no other reason shall the phone be picked up or touched.

MAAP-A Testing/ Braille/Large Print:

- Personnel must complete all required training for MAAP-A administration and scoring. They should confirm with the test administrator (TA) that the student's Individualized Education Program (IEP) specifies the use of a scribe as an accommodation. Personnel cannot give hints, provide specific directions, or offer any clues to the correct answer.
- Following MAAP-A testing, the TA, proctor, and STC will follow all test security procedures to ensure the validity of transcribing student responses into the online testing portal. Electronic devices are prohibited in the transcription area.

Off-Campus Testing:

- The School Test Coordinator (STC) is responsible for coordinating all arrangements related to testing to ensure they are both secure and compliant with district and state guidelines. This includes overseeing the preparation, distribution, and collection of testing materials, as well as ensuring that all testing procedures adhere strictly to established security protocols. The STC works closely with testing staff to maintain a controlled environment that protects the integrity of the assessments and safeguards confidential information throughout the entire testing process.

English Learner Testing:

- Accommodations are provided based on documented Learning Support (LS) Plans, Individualized Education Programs (IEPs), or 504 plans to ensure that students receive the appropriate support they need during testing. These accommodations are tailored to each student's specific requirements as outlined in their official plans, which are developed through a collaborative process involving educators, specialists, and families.
- Additionally, student placement in testing environments or programs is determined by the results of screener assessments or placement tests. These assessments help identify the student's current level of performance and learning needs, guiding educators in making informed decisions about the most suitable setting and supports for the student to maximize their success. This process ensures that each student is placed in an environment that aligns with their abilities and accommodations, promoting fairness and accessibility during assessments.

Section F. School Signatures

We assure that Vancleave Upper Elementary, in the Jackson County School District, will be in full compliance with the testing requirements as set forth in Appendix F of the current version of the Mississippi Public School Accountability Standards and Mississippi Code § 37-16-4. We understand that there is one Security Plan governing the school district and a Security Plan for each school. The District Test Security Plan and the School Test Security Plan shall be revised and signed by the appropriate personnel each year.

Jackson County School District		Vancleave Upper Elementary
District		School
Kimberly Tillman		10/30/25
School Principal	Signature	Date
Amy Wilson		10/30/25
School Test Coordinator (STC)	Signature	Date
District Test Coordinator (DTC)	Signature	Date

Jackson County School District

English Learner & Immigrant *PROCEDURAL MANUAL*

2025-2026

Superintendent

Mr. David Baggett

Director of Student Services & Federal Programs

Dr. Kimberly Williams

EL Coordinator

Mrs. Miranda Brister

TABLE OF CONTENTS

Table of Contents

FORWARD 4

INTRODUCTION 5

Definition of English Learner 5

IDENTIFICATION AND PLACEMENT 6

Annual Measurable Achievement Outcomes 16

English Language Learners and other Program Services 16

JCSD Screener information and Assessments for ELs 19

Immigrant Introduction 21

MSIS – Immigrant Module 22

APPENDICES 25

GLOSSARY 26

APPENDIX A - H 26

FORWARD

The purpose of this document is to provide support to Jackson County School District in its effort to serve the needs of English Learners. The materials in this document are intended to provide educators with appropriate services and resources necessary for English Learners to attain English proficiency and reach high academic standards.

This document is based on the Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports 2018 and the U.S. Department of Education's English Learner Toolkit for State and Local Education Agencies. To ensure consistency in understanding the purpose and to accomplish successful implementation, key sections of the MS EL Guidelines have been duplicated.

INTRODUCTION

Jackson County School District is located on the Mississippi Gulf Coast, enrolling over 8900 students in 14 schools with an EL population near 3% with over 10 languages spoken.

The mission of our EL program is to optimize individual student learning for success in a global community. We believe in the importance of equity, excellence, growth mindset, relationships, relevance, and positive and respectful cultures.

This English Learner plan adopts the Mississippi Department of Education's (MDE) newly revised policies, procedures and guidelines to ensure compliance with Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015 which addresses requirements serving students who are English learners and or immigrant children and youth. As required by MDE, the plan will be reviewed for Board approval annually.

This plan provides the procedures and practices necessary for ensuring all EL students enrolled in Jackson County School District receive a high-quality education. These guidelines will heighten awareness of the importance of our English Learners making growth and meeting the requirements of the state, as well as supporting the vision of being a district of A-level schools.

Definition of English Learner

The U.S. Department of Education (ED) defines an English Learner as an individual, "who comes from an environment where a language other than English that has had a significant impact on the individual's level of English language proficiency," thereby impacting the student's English language proficiency where difficulties in speaking, reading, writing, and comprehension the English language may be sufficient to deny the individual;

- the ability to meet the State's proficient level of achievement on State assessment;
- the ability to successfully achieve in classrooms where the language of instruction is English;
- or the opportunity to participate fully in society.

RIGHTS OF ENGLISH LEARNERS AND THEIR FAMILIES

The following federal laws clarify the obligation of every school not only to enroll students from diverse language backgrounds but also to provide the foundation for guidance in establishing an equitable, quality education for Mississippi students, including ELs:

- Title VI of the Civil Rights Act of 1964
- May 25, 1970, Memorandum
- Lau vs. Nichols – 1974
- Equal Education Opportunities Act of 1974
- Plyler vs. Doe – 1982
- Presidential Executive Order 13166
- Title III of the No Child Left Behind Act of 2001

IDENTIFICATION AND PLACEMENT

Guidelines for Registration:

The Jackson County School District will provide a free and equitable education to all school age children who live within the boundaries of JCSD, regardless of immigration status. Several laws protect the rights of English Learners (ELs) and their families, particularly during the enrollment process. These protections are provided because many EL students' levels of transiency and lack of English proficiency make them a particularly vulnerable population.

When enrolling students, JCSD will not request any information from students or their parents or guardians in order to deny access to public schools on the basis of race, color, or national origin.

Jackson County School District requires the following documents when enrolling a student unless otherwise indicated as optional:

1. Birth Certificate
2. Proof of Immunization
3. 2 Proofs of Residency

Parent(s) or Legal Guardian(s) must be present when enrolling their child. A child will not be enrolled if a parent(s) or legal guardian(s) is not present at the time of enrollment.

Grade level placement:

ELs should be placed at their age-appropriate grade level. Some situations allow for exceptions. If a student is less than seven years old and has not attended school before, it is often best to place the student in kindergarten. Grade level placement should be on a case-by-case basis, using information available such as previous school records (if available) and personal history.

Transferring Foreign Credits:

The school guidance counselor should be trained in assessing non-U.S. school transcripts for appropriate awarding of credits. Students should not be required to repeat content classes they had in their native language just because of their lack of English skills. Every effort should be made to review previous school records and transcripts to evaluate and award transfer credits.

Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited regionally or by a state board of education [or its designee(s)] is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of the student within thirty (30) days after filing for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five (5) days prior to the date of the administration of such test. {MS Code § 37-15-33} (7 Miss. Admin. Code Pt. 3, Ch. 36, R. 36.1, R. 36.2, R. 36.3, R. 36.4)

Definitions:

An English Learner (EL) may be defined as:

a. A student who was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant.
b. A student who is a Native American of Alaska or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency.
c. A student who is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant.

Immigrant Children and Youth are individuals who:

a. are ages 3 through 21;
b. were not born in the U.S, "state" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) maybe be considered immigrants if they meet all the criteria in the definition of immigrant; and
c. have not been attending one or more schools in any one or more states for more than three full academic years. A full academic year is 10 months of school attendance, kindergarten through 12th grade. If a student has been in different school districts and even different states, the number of months that the student has been in school in any one or more states must not add up to total of more than 3 full academic years.

Procedures:
In order to effectively serve EL students and make appropriate educational decisions, procedures are necessary for the identification, assessment, and placement of these students. The Jackson County School District will follow Steps 1-4 for identifying and placing a student in the EL program.

Step 1- Identification

Parents/guardians are asked to complete the Home Language Survey (HLS) during the online registration process. To ensure that all students receive the education services they need, we are required to ask questions about students' language backgrounds on a Home Language Survey (HLS). The answers to the following questions will tell us if a student's proficiency in English should be evaluated and help us to ensure that important opportunities to receive programs and services are offered to students who need them. A copy of the HLS can be found in the appendix of this document.

The questions of the HLS are as follows:

1. What is the dominant language most often spoken by the student?
2. What is the language routinely spoken in the home, regardless of the language spoken by the student?
3. What language was first learned by the student?
4. Does the parent/guardian need interpretation services?
5. Does the parent/guardian need translated materials?
6. What was the date the student first enrolled in a school in the United States?
7. In what country was the student born?

If any question indicates a language other than English is spoken in the home, the student is referred to the EL teacher for further assessment.

Step 2- Initial Assessment

A student whose home language survey indicates the need for a placement test must be administered within thirty (30) days of enrollment at the beginning of the school year. Students who register after the beginning of the school year must be assessed within ten (10) school days.

The placement test assesses English proficiency in all four domains of language development - listening, speaking, reading, and writing - as well as comprehension, to ensure that a student's language needs are properly identified and addressed through the district's EL program.

Students who were previously administered with the state board approved placement assessment or have taken the annual state-adopted English Language Proficiency Test (ELPT) do not need to be rescreened. The assessment will be administered by a School Counselor.

The student's placement test report must be placed in their cumulative record along with the original copy of the home language survey.

Step 3-Parental Notification

Parents of a student who qualifies for English language services shall be sent a notice of placement and services within thirty days of the start of the school year or within ten days for students ruled eligible enrolling after the initial day of school. The notice may either be mailed to the parent or guardian or sent home with the student. The LEA and EL Coordinator will invite the parent or guardian to a conference further explaining the ruling or the services that will be provided. The notification must include all of the required elements, including the right to opt out. Parents may decline EL services at any time by written request.

Any parent or guardian whose child is receiving or is eligible to receive EL services have the right to decline or opt his or her child out of any or all EL services. The district will provide guidance in a language parents or guardians can understand to ensure that they understand their child's rights, the range of EL services that their child could receive, and the benefits of such services to ensure that the parent or guardian's decision to opt out is informed and voluntary.

After ELs have been identified using the ELPA21 Screener, the district must provide ELs with appropriate language assistance services and programs, commonly known as "EL Services and Programs." The district has the flexibility to choose the EL services and programs that meet civil rights requirements and best meet the needs of their EL population.

Parents are encouraged to respond to the notification for the student to participate in the district's EL program; parents do have the right to waive EL services and decline any services provided. However, the student remains in the EL program. If a student has been identified as an EL, the student is still required by federal law to take the annual ELPT until the student meets state exit criteria, regardless of parental refusal of services.

Step 4- Program Placement:

The Mississippi Department of Education requires each student designated as an EL to have a Language Service Plan (LSP), which must be updated annually until the student exits the EL program. The Student Evaluation Team (SET) must meet to develop the LSP at the beginning of each academic school year. This team must be composed of teachers

(including EL teachers), administrators, counselors, and parents or guardians. The team will meet quarterly to evaluate the student's progress and make necessary adjustments. A copy of the LSP must be provided to all teachers who work with the EL student. The LSP must contain the following:

- Student's demographic information
- Date of first enrollment in a U.S. school
- Yearly ELPT scores
- Classroom accommodations
- State testing accommodations
- Signatures of SET members

After ELs have been identified using the ELPA21 Screener, LEAs must provide ELs with appropriate language assistance services and programs, commonly known as "EL services and programs". The LEAs have the flexibility to choose the EL services and programs that meet civil rights requirements and best meet the needs of their EL population. The goal for students who are ELs is that they attain fluency in English, master the state's academic content standards as demonstrated by proficiency on the state's required student assessments, and pass any other state required tests. ELs must be placed age-appropriately in the mainstream classroom. This provides them with access to challenging, grade-level content instruction, and the opportunity to interact with their English-speaking peers and is considered generally to be the least restrictive educational environment.

When EL students enroll in U.S. schools for the first time at the secondary level, steps will be taken to ensure they have access to a high school diploma. To ensure ELs have access to the foundational skills needed to be successful in high school and ensure access to graduation, Jackson County School District will place students in academic courses sequentially. English I, II, III, and IV will be offered, scheduled, and taught in sequential order. Simultaneous enrollment is acceptable in situations where a student failed a course and needs to simultaneously enroll. EL students will not be placed out of sequence to prevent them from taking required assessments.

Step 5- Exiting and Monitoring:

Exiting:

English Learners are required to obtain proficiency on the state approved English Language Proficiency Test to officially exit the EL program.

ESSA requires states to have uniform exit criteria. All students including students with disabilities will no longer meet the definition of an EL when they meet the state's definition of "proficient" in English. The following guidance is from the Mississippi Department of Education's Office of Student Assessment.

07. Action: Revise English Language Proficiency Test (ELPT) score requirements for English Learners (EL) to exit EL status [Goals 1, 2, 3, and 4 – MBE Strategic Plan]
Background Information: The Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act (ESEA), requires that states establish and implement standardized English Learner entrance and exit procedures. On July 14, 2016, the State Board of Education approved the exit criteria for English Learners (EL) to exit EL status. The student is required to obtain the following proficiency levels on the ELPT.

Students Exiting the Program and Monitoring Exited Students:

Students may exit the EL program by achieving the following scores on the English Proficiency assessment. (These are the only criteria allowed for a student to exit the program.)

- For an English learner to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **ELPA21 Summative Assessment**. A score of "Proficient" means that the student has scored a proficiency level 4 or higher in all language domains (Listening, Speaking, Reading, and Writing).
- For an **English learner with significant cognitive disabilities (ELSCD)** to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **Alt ELPA21 Summative Assessment.** A score of "Proficient" means that the student has scored a proficiency level 3 or higher in each domain in both language modalities (Receptive and Expressive).

An EL student with a disability can be "exited" from EL status when he or she no longer meets the definition of an EL. This occurs when the student meets the State's definition of "proficient" in English. The student's EL status cannot be removed based solely on the fact the student has an IEP.

Monitoring:

After students have exited EL status, their academic progress is monitored for 4 years. Monitoring will be conducted and documented quarterly, with a LEA/SET team reviewing monitored student's grades, assessments, and other related data. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the student will be re-evaluated using the state adopted ELPT to determine if the student needs additional language services. The district will retest using the ELPA21 Screener to see if the student needs to be offered additional language assistance. If the student re-enters the EL program based on the results of the placement test, the parent's consent for reentry will be requested.

EL Instructional Services:

The Jackson County School District utilizes multiple methods for providing EL instruction. EL teachers provide daily standards-based language instruction as specified in the students' LSP. In addition to the EL teachers, all Jackson County School District teachers are language teachers. All teachers should hold ELs to the same high academic standards expected of all students; however, content teachers must understand to do this, differentiated instruction, modifications, and accommodations must be provided to each EL for instruction and assessment to be meaningful and to meet individual needs as required by law.

Jackson County School District serves EL students through:

1. **ESL pull-out**
   This is generally used in elementary school settings. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language.

2. **ESL class period**
   This is generally used in middle and high school settings. Students receive ESL instruction during a regular class period and usually receive course credit. They may be grouped for instruction according to their level of English proficiency.

3. **Sheltered English or content-based programs**
   These group language minority students from different language backgrounds together in classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. They may also use gestures and visual aids to help students understand. Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language.

Language Service Plan**:**

Each student identified as an English Learner must have a Language Service Plan (LSP) per Mississippi Department of Education guidelines. Language Service Plans are updated annually until the student exits the EL program. The LSP must contain the student's demographic information, date of first enrollment in a US school, yearly ELPT scores, and state/classroom accommodations. The SET must meet to develop the LSP at the beginning of each academic school year. The SET is composed of the student's teachers, EL teacher, administrators, counselor, and parents/guardians. The team will meet quarterly to evaluate the student's progress and make necessary adjustments. A copy of the LSP must be provided to all teachers who work with the EL student.

The SET should use the following guidelines for implementation of the Language Service Plan:

1. Convene as needed to discuss changes or adjustments in the EL's instructional services.
2. Review student's progress in language acquisition and academic achievement annually.
3. Identify accommodations needed on state assessments. Additional classroom strategies and accommodations should be identified as appropriate.
4. Communicate in a timely manner the student's LSP with faculty and staff who interact with and provide instruction for the student.

GRADING

Grading/Retention Guidelines for English Learners:

Per State and Federal Guidelines, it is a violation of a student's civil right to be retained/ penalized due to limited language proficiency during the initial stages of language acquisition. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), schools must ensure that EL students are placed appropriately and can participate meaningfully and equally in education programs. Students receiving language supports and accommodations should have this information notated on their report cards and all stakeholders must be informed. Parents/ guardians of EL students must have a clear understanding of their child(s) true academic performance in a language they understand.

EL students who have already been identified in Jackson County School District will remain in the EL program if they leave the district for a district in another state or country and return to the Jackson County School District. The EL student will only be removed if he or she has met the criteria to exit the EL program set forth by MDE.

Elementary ELs should not be placed more than one grade level behind their peers. Retention is strongly discouraged, except in rare cases where it can be documented that language proficiency is not the likely cause for academic difficulties.

At the high school level, credits must be awarded based on transcripts provided by the students/parents/guardians, even if the course work was taken in another country. If transcripts are in a language other than English, translations will be sought so credits can be awarded appropriately. ELs must be provided with access to Advanced Placement, dual credit, and other advanced courses. ELs must receive language support to assist them in accessing academic content, just as they would if they were in other less accelerated academic courses.

Grading and Retention:

As students are working to learn English during the initial stages of language acquisition, it is a violation of their Civil Rights to retain them due to limited language proficiency. Schools must ensure that EL students are placed appropriately and can participate meaningfully and equally in educational programs as noted in Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Opportunities Act of 1974.

Retention is not generally recommended for ELs. Though the decision to promote or retain will be made on a case-by-case basis, and the decision to retain an EL must be accompanied by documentation demonstrating that appropriate accommodations and modifications were employed throughout the school year to ensure compliance with federal requirements. ELs should be carefully evaluated before retention is recommended to ensure that the lack of English skills is not being mistaken for poor achievement.

EL Data:

Once a student has been identified as an EL, the district must ensure the student is correctly marked in their student data package. This information will transfer over to MSIS once the district has submitted their data to MDE. Districts should ensure each column on the EL roster screen of MSIS is completed. This information should be updated monthly.

English Learner English Language Proficiency Assessment:

The Elementary and Secondary Act (ESEA) and Every Student Succeeds Act (ESSA) requires that all students identified as English Learners be assessed for English Language proficiency on an annual basis. The current approved English language assessment is the English Proficiency Assessment. The assessment is currently administered in the Spring. The English Proficiency Assessment measures four domains:

1. Speaking
2. Listening
3. Reading
4. Writing

Students taking this assessment may or may not have reasonable accommodations when taking this assessment. The Mississippi Testing Accommodations Manual outlines the accommodations available for students who have been identified as English Learners.

Scores from the English Proficiency assessment are usually received during the summer following the assessment. Score reports will be sent to parent(s) or guardian(s) at the beginning of the next school year. Copies of the score reports are placed in the student's cumulative folder. Reports for students who transfer to another school during the summer months are included with the record sent to the new school.

Annual Measurable Achievement Outcomes

Adequate Yearly Progress for subgroups/ELs are required to meet State academic standards on MAAP. In order to ensure measurable progress of ELs, our Annual Measurable Achievement Outcomes are to:

1. decrease the percent of students not exiting ESL services within five years,
2. increase the percent of ELs with initially strong oral language production skills who exit within three years,
3. increase the percent of ELs making sufficient growth toward English proficiency, as measured by the ELPT
4. making adequate yearly progress for the district's English learner and immigrant student populations (as measured by academic assessments included in the state's accountability and assessment system in the areas of mathematics, reading/language arts, and science).

The ELPT is administered, annually, to all English learners in Mississippi to include students whose parents have waived language services. It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing. Proficiency performance levels are: Beginning, Early Intermediate, Intermediate, Proficient, and Above Proficient.

English Language Learners and other Program Services

<u>Guidelines for Gifted Education Students:</u>
In the identification of ELs for gifted services, students must meet the criteria determined by the state, LEA, or school.

Gifted students who are also ELs should receive programming services designed to develop their specific area(s) of strength or ability and should be conducted in the language that would give the student the greatest advantage for optimal learning and performance. This does not preclude continuing English language instruction and developing proficiency in English use; developing English proficiency should complement and supplement, not substitute for, the development of the student's significant strengths and abilities.

The time spent in the development of English proficiency should not take precedence over appropriate instruction and learning in the student's areas of strength and talent. For example,

a mathematically gifted, non-English proficient student should receive advanced and accelerated mathematics instruction and opportunities to perform at optimal levels. The language of instruction should serve the optimal development of the student's mathematics ability. The student should spend as much quality time in high-level mathematics learning and production as would a highly English proficient, mathematically gifted student.

Guidelines for Students with Disabilities:

As with other populations, one expects a range of abilities among students whose English proficiency is limited. The difficulty often comes in determining whether a learning problem is related only to the English language issue or whether there is an actual disability present. Students learning English, because of their cultural and linguistic background, have special instructional needs. When a student is having difficulty mastering specific skills, it is important for the teacher to accommodate the instructional strategies and/or instructional pace for the student. Just because the student requires accommodations to his/her program does not necessarily mean that he/she has a disability or that he/she should be referred to special education.

If, however, the student continues to have difficulty after consistent language accommodations and instructional interventions have been attempted for a reasonable amount of time and the interventions from Tiers 1 and 2 have not resolved the issues, the student should be referred to the SET.

Knowledge of second language acquisition, along with the following information, is essential in determining the possible need for different interventions or future referrals for additional services:

At this point, one of two things may happen: (1) the SET may recommend additional interventions and accommodations for the classroom. If these supports are successful, the student may be served successfully in the general education classroom with the recommended supports in place. If the additional interventions and accommodations are not successful, (2) the SET can then make a referral to the Multi-disciplinary Evaluation Team (MET) to determine the need for a comprehensive assessment. If the student qualifies as a student with a disability under the Individuals with Disabilities Education Act (IDEA), he/she may be served through the special education program.

Depending on the extent of the student's disability, it may be appropriate for the general education teacher, EL teacher, and the special education teacher to work collaboratively in order to meet the needs of the student. The fact that an EL has a disability does not replace the need for language assistance. The plan for providing language assistance and support should be delineated in the student's Individual Education Plan (IEP). ELs should be dually served through both programs. In the event another means of support will be more beneficial to the student,

the Special Education team and the EL teacher should work together to determine the most effective plan and to provide needed support for implementation.

The SET and the Special Education Committee members should meet together to set both language and academic goals for ELs identified in SPED based on their areas of expertise.

Specific procedures for special education assessment are provided in the Mississippi Policies and Procedures Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004, State board policy 74.19. Proficiency assessment in both English and the child's first language can identify the dominant language for the purpose of further evaluation and assessment if needed. Non-verbal tests are another alternative. All students who qualify for services under IDEA, regardless of the type or degree of disability, share certain rights and needs, including:

- The right to a free and appropriate public education,
- The right to an Individualized Education Program (IEP) specifying the student's unique needs along with the special education and related services the student is to receive,
- The need to have cognitive, linguistic, academic, and social/emotional characteristics considered and appropriate environmental modifications or accommodations made.

Guidelines for ELs and Multi-Tiered Systems of Support (MTSS):

Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce discipline infractions.

With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness and identify students with learning disabilities or other disabilities (National Center on Response to Intervention). EL students are eligible for intervention services, and EL teachers will assist with the documentation process.

Parent and Family Engagement:

Jackson County School District has a legal obligation to communicate meaningfully with Limited English Proficient (LEP) parents and families and to adequately notify them of information about any program, service or activity called to the attention of non-LEP parents. Successful communication provides LEP parents, guardians, and families with the school-related information they need to make informed decisions about, and be helpful participants in, their children's education. This may include but not be limited to information about language assistance programs, special education and related services, Individualized Education Program (IEP) meetings, grievance procedures, notices of nondiscrimination, student discipline policies

and procedures, registration and enrollment, report cards, requests for parent or guardian permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, and gifted programs.

Jackson County School District will provide information to LEP parents and guardians with documents in a language they can understand when necessary.

Immigrant Introduction

Currently, there are over 4.7 million foreign born individuals enrolled in pre-kindergarten to postsecondary education, representing 6% of the total student population. Another 20 million students are the children of foreign-born parents.

As a nation of immigrants, America has benefited from the vitality and enthusiasm brought to its shores by those seeking a better life. Successful immigrant and refugee integration efforts build the capacity of schools and early learning programs, communities, organizations, and other stakeholders to support the civic, linguistic, and economic integration of immigrants.

The programmatic efforts of the U.S. Department of Education (ED) support a number of immigrant populations, including immigrant children (e.g., unaccompanied youth) and the children of immigrants, Deferred Action for Childhood Arrivals (DACA) children and youth, immigrant families, adult immigrants (e.g. refugees, asylees), foreign-born professionals, migrant students, teachers of English learners and foreign languages, and receiving communities. ED's initiatives geared toward learners, teachers, schools and communities support all three pillars of immigrant integration: civic, economic, and linguistic integration.

Definition of Immigrant ESEA Sec. 3201(5)

<u>According to the ESEA, an Immigrant:</u>

- are ages 3 through 21;
- was not born in any state or U.S. territory;
- children born to U.S. citizens abroad;
- has not been attending one or more schools in any one or more states for more than three full academic years;
- may or may not be ELs;
- children of U.S. military personnel
- children of NATO families;
- children of visiting faculty;

- children who are temporarily residing in the U.S. because of parental employment; and
- students on exchange visitor visas or exchange high school student visas.

Definition of a Refugee

According to U.S. Department of Education's Newcomer Tool Kit (2016), a refugee is an individual who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group.

<u>ESEA Title III Program funds must be used to:</u>

- upgrade program objectives and effective instructional strategies; Sec. 3115(d)(1);
- improve the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures; Sec. 3115(d)(2);
- provide tutorials and academic or vocational education for ELs; Sec. 3115(d)(3)(A)
- develop and implement elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services; Sec. 3115(d)(4);
- provide intensified instruction, which may include materials in a language that the student can understand, interprets, and translate; Sec. 3115(d)(3)(B);
- improve the English proficiency and academic achievement of ELs; Sec. 3115(d)(5);
- provide community participation programs, family literacy services, and parent outreach and training activities to ELs and their families; Sec. 3115(d)(6)(A);
- assist parents in helping their children to improve their academic achievement and become active participants in the education of their children; Sec. 3115(d)(6)(B);
- improve the instruction of ELs by providing for the acquisition or development of educational technology or instructional materials and access to electronic networks for materials, training, and communication; Sec. 3115(d)(7);
- offer early college high school programs/courses designed to help English learners achieve success in postsecondary education Sec. 3115(d)(8); and
- carry out other activities that are consistent with the programs Sec. 3115(d)(9).

ENGLISH LEARNER

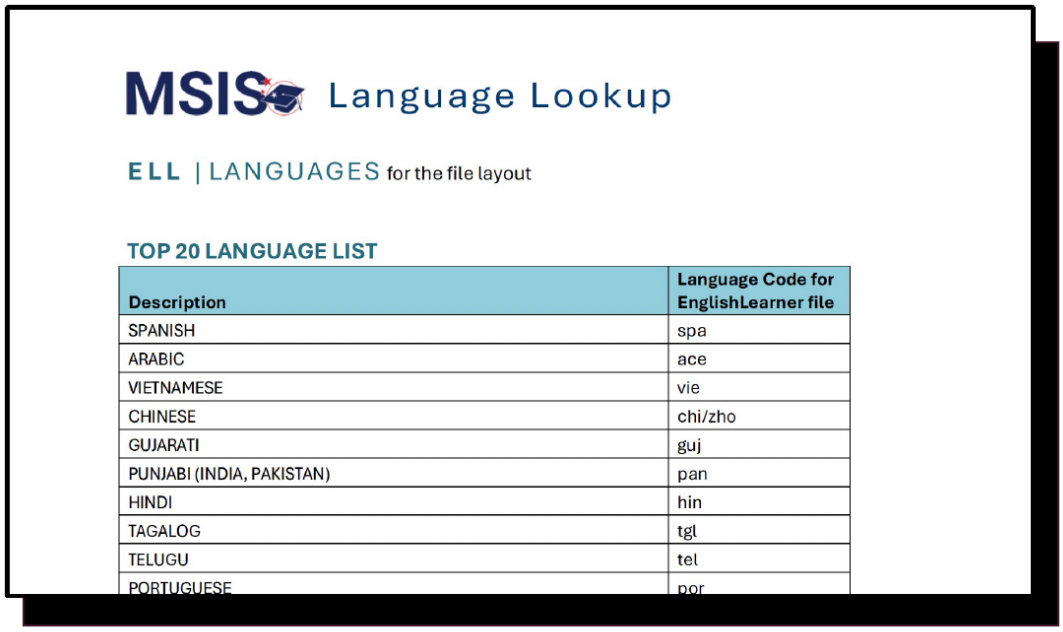
Language

Use exact value found in the "Language Code for English Learner file" column in the Language Lookup list

The native language at birth or most commonly spoken in the home. **Select the language from the MDE Language Lookup list.** (MDE uses the ISO 639.2 List from the Library of Congress.)

What if a student has a language (native) that is not on the list? Try to determine its language family. The Ethnologue website contains additional information on language families.

Example: A student speaks the Maay language. This language is not included in the Language Lookup list. According to the Ethnolgue website, Maay is a Cushitic language. The ISO 639-2 has a value for Cushitic (Other). In this case, you would report your Maay- speaking student under "cus".



MSIS Language Lookup

ELL | LANGUAGES for the file layout

TOP 20 LANGUAGE LIST

Description	Language Code for EnglishLearner file
SPANISH	spa
ARABIC	ace
VIETNAMESE	vie
CHINESE	chi/zho
GUJARATI	guj
PUNJABI (INDIA, PAKISTAN)	pan
HINDI	hin
TAGALOG	tgl
TELUGU	tel
PORTUGUESE	por

Data Domain Mapping > Federal Programs > Language Lookup
Top 20 languages listed on page 1, full list on following pages

ENGLISH LEARNER

Type of Instruction

A language instruction educational program (LIEP) is a course in which an English learner is placed in order to develop and attain English proficiency while meeting challenging State academic standards. An LIEP may include instruction in English and a child's native language, and English proficient children may participate in the course if the course is designed to enable all participating children to become proficient in English as a second language (ESEA section 3201(7)).

ENGLISH LEARNER

96

Type of Instruction

LNGPRGBI – Transitional Bilingual Education or Early-Exit Bilingual Education

LNGPRGDU – Dual Language or Two-way immersion

LNGPRGESLELD – English as Second Language (ESL) or English Language Development (ELD)

LNGPRGESLSUPP – Content classes with integrated ESL support

LNGPRGNEW – Newcomer programs

LNGPRGOTH – Other

Use **bold** portion only in the spreadsheet! Ex: LNGPRGBI

ENGLISH LEARNER

Service Status

Monitored
Served

Years of Service

Numbers only
*leading zero not required

Native Home Language

- The native language at birth or most commonly spoken in the home.

- **If a language spoken is not in the drop-down list, please select the standard language of the home country.**

- Additional information on the language families is contained on the Ethnologue website.

- Native Home Language

- Note: Reset the Immigrant student indicator to "N" in the SAP after Month 9 data district submission is complete.

APPENDICES

A. Glossary of terms
B. Rights of English Learners
C. Home Language Survey
D. Procedures for Participation in Athletics or Mississippi High School Activities Association Programs
E. JCSD Policy: IK- English Learner Policy
F. EL Registration Flowchart
G. JCSD EL Procedures Chart
H. Procedures for Monitoring an English Learner Exited from EL Services

APPENDIX A
GLOSSARY

Common Acronyms	Programs
EEOA	Equal Educational Opportunities Act
ELD	English Language Development
EL	English Learner
ESSA	Every Student Succeeds Act
LEA	Local Education Agency
MDE	Mississippi Department of Education
NCELA	National Clearinghouse for English Language Acquisition and Language Instruction Educational
OELA	Office of English Language Acquisition
SEA	State Education Agency
SET	Student Evaluation Team
USDOE	United States Department of Education

Common Terms:

Accommodation: Adapting language (spoken or written) to make it more understandable to second language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.

Alternative Assessment: Assessment that is different from a traditional paper-and-pencil test. This type of assessment usually examines how well a student can perform a realistic task.

Bicultural: Identifying with the cultures of two different language groups. To be bicultural is not necessarily the same as being bilingual, and vice-versa (Baker, 2000).

Biliteracy: The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabulary, using their written symbols.

Bilingualism: Defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. One approach is to recognize various categories of bilingualism such as bilingual ability through the determination of bilingual proficiency that includes consideration of the four language dimensions: listening, speaking, reading, and writing.

Carnegie Unit: A standard measure of high school work indicating the minimum amount of time that instruction in a subject has been provided. Awarding of one Carnegie unit indicates that a minimum of 140 hours of instruction has been provided in regular and laboratory classes over a school year; awarding of % Carnegie unit indicates that a minimum of 70 hours has been provided.

Culture Shock Cycle: Euphoria, during this initial phase the student will experience a period of excitement over the newness of the surroundings. Culture shock refers to the symptoms ranging from mild irritability to deep psychological panic and crisis. Anomie, a stage of gradual, tentative and vacillating recovery. Some problems of the acculturation process are solved while others linger.
Individuals become more empathetic with other persons in the second culture and more accepting of the new surroundings. It is also described as homelessness in that individuals do not feel bound to the native culture nor fully adapted to the second one. Assimilation, this stage represents near or full recovery as shown by acceptance of the new culture and self-confidence in the "new" person who has developed in the new culture.

Cultural Diversity: Understanding that students come from a variety of ethnic, geographic, economic and religious backgrounds and how these diverse cultural and/or academic backgrounds impact the instructional process.

Dominant Language: The language with which the speaker has greater proficiency and/or uses most often.

English Learner (EL): The language in the No Child Left Behind Act of 2001 identifies language minority students as limited English proficient students or LEPs. However, the Mississippi Department of Education follows the suggestion of the National Research Council with the identification of these students as English language learners or ELs since this term highlights the positive aspect of the English language acquisition process. The terms for EL and LEP may be used interchangeably. According to Title III of the No Child Left Behind Act of 2001, an English language learner is and individual:

(A) Who is aged 3 through 21; was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or · is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

(B) Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Home Language Survey (HLS): Form completed by parents/guardians that gives information about a student's language background. Must be on file for every EL student.

Immigrant Child: According to Title III of the No Child Left Behind Act of 2001, an immigrant child is an individual who: (A) is aged 3 through 21; (B) was not born in any State; and (C) has not been attending one or more schools in anyone or more States for more than three (3) full academic years.

Informed Parental Consent: The permission of a parent to enroll their child in an EL program, or the refusal to allow their child to enroll in such a program, after the parent is provided effective notice of the educational options and the district's educational recommendation.

Interpreter: A person who translates orally from one language to another.

Interventions: All students are entitled to appropriate instructional interventions. Interventions may include alternative strategies and assessments and additional time to learn the curriculum.

Interventions provide additional opportunities for students to master the curriculum. They differ from modifications since interventions do not include changing or deleting objectives in the curriculum. EL classes are appropriate instructional interventions for EL students. Core content courses delivered through a sheltered approach are also appropriate interventions for EL students.

Language Educational Program: According to Title III of the No Child Left Behind Act of 2001, language educational program means an instruction course:

(A) in which ELs are placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards; and

(B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

Language Proficiency: Refers to the degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.

Local Education Agency (LEA): Also referred to as a school district.

Migrant Child: Migratory child means a child who is, or whose parent, spouse or guardian is, a migratory agricultural worker or migratory fisher and who, in the preceding thirty-six (36) months, has moved from one school district to another to obtain or accompany such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing industry as a principal means of livelihood.

Native Language: The first language learned in the home, or the home language. Often, it continues to be the students' stronger language in terms of competence and function.

Office for Civil Rights (OCR): The Office of Civil Rights of the U.S. Department of Education is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, national origin, disability, sex, or age.

Parent Involvement: Any program or activity that encourages parents to become involved in their child's education; for example, conferences, volunteering, helping the child with

homework, attending workshops on parenting.

Phase or Stage: Periods of language development that area typically used in discussion of language ability instead of ages to refer to a child's progress in second language development.

Primary Language: The language of most benefit in learning new and difficult information.

Pull-out: A program model in which a paraprofessional or tutor pulls students from their classes for small group or individual work. Also, a paraprofessional or tutor may serve students in a small group within the regular classroom setting.

Push-in: when the English teacher comes into the general education classroom and aids the English language learners.

Student Evaluation Team (SET): A group of educators who meet to discuss possible interventions for students experiencing difficulty in school.

Syntax: The study of the sentence patterns of a language and the rules that govern the correctness of the sentence.

Teachers of English to Speakers of Other Languages (TESOL): This is the international professional organization.

Title I: Title I of the No Child Left Behind Act of 2001 supports programs to assist economically disadvantaged students and students at-risk of not meeting educational standards. The reauthorized Title I makes it clear that EL students are eligible for services on the same basis as other students.

Title III: Title III of the No Child Left Behind Act of 2001 ensures that EL students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Title III effectively establishes national policy by acknowledging the needs of EL students and their families.

Title VI: Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance.

Total Physical Response (TPR): Communicative approach where students respond with actions,

not words first. Instruction is accomplished through the use of commands.

Translator: A person (or computer program or application) that translates written documents from one language to another. This term is used simultaneously with the term interpreter.

Waiver: Official document needed for parents who decline the services of the language instruction educational program while the student is considered EL. In these cases, a waiver is required. The waiver must state that students are held accountable for meeting all grade level expectations regarding Mississippi curriculum and state mandated standardized testing.

Appendix B
Rights of English Learners

- 1964 Civil Rights Act, Title VI

What the law says

> "No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." 42 U.S.C. § 2000d.

What this means

> Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance. Public institutions (like schools) must provide equal quality of educational services to everyone including those who are Limited English Proficient (LEP). Title VI covers all educational programs and activities that receive Federal financial assistance from the United States Department of Education.

- May 25, 1970, Memorandum

What the law says

> "The purpose of this memorandum is to clarify policy on issues concerning the responsibility of LEAs to provide equal educational opportunity to national origin minority group children deficient in English language skills."

What this means

> Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the education program offered by a LEA, the LEA must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. School districts have the responsibility to notify national origin- minority group parents of school activities, which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

- Lau v. Nichols (US Supreme Court Decision 1974)

What the law says

> The failure of school system to provide English language instruction to

national origin students who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program, and thus violates § 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. Pp. 414 U. S. 565-569.

What this means

The Supreme Court stated that these students should be treated with equality among the schools. Among other things, Lau reflects the widely-accepted view that a person's language is so closely intertwined with their national origin (the country someone or their ancestors came from) that language- based discrimination is effectively a proxy for national origin discrimination.

- 1974 – Equal Education Opportunities Act

What the law says

The Equal Education Opportunities Act of 1974 states: “No state shall deny equal educational opportunity to an individual based on his or her race, color, sex, or national origin by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

What this means

The EEOA prohibits discriminatory conduct, including segregating students on the basis of race, color or national origin, and discrimination against faculty and staff serving these groups of individuals, as it interferes with their equal educational opportunities. Furthermore, the EEOA requires LEAs to take action to overcome students' language barriers that impede equal participation in educational programs.

- Plyler v. Doe (U.S. Supreme Court Decision 1982)

What the law says

“The illegal aliens who are plaintiffs in these cases challenging the statute may claim the benefit of the Equal Protection Clause, which provides that no State shall „deny to any person within its jurisdiction the equal protection of the laws‟ . . . The undocumented status of these children does not establish a sufficient rational basis for denying them benefits that the State affords other residents . . . No national policy is perceived that might justify the State

in denying these children an elementary education." -457 U.S. 202

What this means:

The right to public education for immigrant students regardless of their legal status is guaranteed. Schools may not require proof of citizenship or legal residence to enroll or provide services to immigrant students.

- Schools may not ask about the student or a parent's immigration status.
- Parents are not required to give a Social Security number.
- Students are entitled to receive all school services.

- <u>Presidential Executive Order 3166</u>

What the law says

"Entities receiving assistance from the federal government must take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access to the programs, services, and information those entities provide."

What this means:

Recipients of federal assistance are required to help students overcome language barriers by implementing consistent standardized language assistance programs for LEP. In addition, persons with limited English proficiency cannot be required to pay for services to ensure their meaningful and equitable access to programs, services, and benefits.

- Title III of the No Child Left Behind Act of 2001

What the law says

Title III of the No Child Left Behind (NCLB) Act requires that all English language learners (ELs) receive quality instruction for learning both English and grade-level academic content. NCLB allows local flexibility for choosing programs of instruction, while demanding greater accountability for ELs' English language and academic progress.

What this means

Under Title III, states are required to develop standards for English Language Proficiency and to link those standards to the state's Academic Content Standards. Schools must make sure that ELs are part of their state's accountability system and that ELs' academic progress is followed over time by:

- establishing learning standards, that is, statements of what children in that state should know and be able to do in reading, math, and other subjects at various grade levels; creating annual assessments (standardized tests, in most states) to measure student progress in reading and math in grades 3-8 and once in high schools;
- setting a level (cut-off score) at which students are considered proficient in tested areas; and
- reporting to the public on what percentages of students are proficient, with the information broken down by race, income, disability, language proficiency, and gender subgroups.

APPENDIX C

HOME LANGUAGE SURVEY

FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Student Name: _____ **Grade:** _____

First *Middle* *Last*

Date of Birth: _____ **Gender:** _____ **School:** _____

1. What is the dominant language **most often** spoken by the student?_____

2. What is the language **routinely** spoken in the home, regardless of the language spoken by the student?_____

3. What language was **first** learned by the student? _____

4. Does the parent/guardian need **interpretation** services? ____Yes ____No

If so, what language?

5. Does the parent/guardian need **translated** materials? ____Yes ____No

If so, what language? _____

6. What was the date the student first enrolled in a school in the United States? _
MM/YYYY

7. In what country was the student born? _____

_____

Parent / Guardian Signature Date (MM/DD/YYYY)

District Use Only

☐ Designated English Learner on the ELPA212 Screener

DOCUMENTATION OF ELPA21 SCREENER FOR STUDENT

Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

APPENDIX D

Procedures for Participation in Athletics or Mississippi High School Activities Association Programs

The process for referral of an EL student is the same as the process outline for all students:

1. Any member of the EL student's set team or other representative may notify or make the coach aware of the student's interest to participate.
2. Meet eligibility requirements established by MDE, MHSAA, and the OSD, including a health clearance from a physician and other health related requirements as applicable.
3. Attend try-outs with other students or request a private try-out if entering after the initial try- out period, as allowed by MHSAA rules.
4. If selected to participate based on ability, the student must adhere to all discipline and academic requirements set by MHSAA, the OSD, and individual coaches, band directors, or activity sponsors.
    a. Not all sports or activities have a number of players allowed on the team based on ability. Therefore, a student would simply make the coach aware if he/she wishes to participate and follow all practice and game rules as instructed by the coach according to the MHSAA and the OSD regulations.

APPENDIX E

JCSD Policy: IK- English Learner Policy

Last Revised Date: 8/11/2025

The Jackson County School District assures that it will comply with the following for English Learners (EL):

1. The district will identify ELs through a home language survey, which will be completed by all students during registration.
2. The district will provide equal access to all district programs and services for all ELs.
3. The district will provide appropriate and comparable staff training, professional development opportunities, and instructional materials for serving ELs.
4. The district will monitor and maintain student records and provide support services as indicated.
5. The district will invite parental involvement and maximize attempts to communicate with parents in their native language.
6. The district EL program will be administered under the direction of the Director of Federal Programs and EL Coordinator.

Purpose:

The purpose of the English Learner Policy is to outline the procedures the Jackson County School District (JCSD) will follow to ensure that all non-English speaking students are provided a free appropriate public education, and any additional services required to attain proficiency in the English language.

Enrollment:

The JCSD will provide a free and equitable education to all school age children who live within the boundaries of JCSD, regardless of immigration status. Several laws protect the rights ELs and their families, particularly during the enrollment process. These protections are provided because many EL students' levels of transiency and lack of English proficiency make them a particularly vulnerable population.

When enrolling EL students, JCSD will not request any information from students or their parent(s)/ guardian(s) in order to deny access to public schools on the basis of race, color, or national origin.

JCSD requires the following documents when enrolling a student unless otherwise indicated as optional:

1. Birth Certificate
2. Proof of Immunization
3. 2 Proofs of Residency

Parent(s) or Legal Guardian(s) must be present when enrolling their child. A child will not be enrolled if a parent or legal guardian is not present at the time of enrollment.

Identification of English Learner:

The Home Language Survey (HLS) must be completed for each new student registering with the JCSD. The HLS is used to identify students whose first language is not English. The HLS should remain in the student's cumulative folder until graduation. If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student's English language proficiency.

The ELPA 21 Screener is be used to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Students identified by the HLS during registration, whose first language is a language other than English at the beginning of the school year must be assessed for English-language proficiency within 30 calendar days of initial day of enrollment. Students who register after the beginning of the school year and indicate on the HLS that their first language is a language other than English must be assessed within 10 school days of enrollment. The assessment will be administered by a designated personnel member.

The student's placement test report must be placed in their cumulative record along with the original copy of the HLS.

EL students who have already been identified in JCSD will remain in the EL program if they leave the district for a district in another state or country and return to the JCSD. The EL student will only be removed if he or she has met the criteria to exit the EL program set forth by MDE.

Elementary ELs should not be placed more than one grade level behind their peers. Retention is strongly discouraged, except in rare cases where it can be documented that language proficiency is not the likely cause for academic difficulties.

At the high school level, credits must be awarded based on transcripts provided by the students/parent(s)/guardian(s), even if the course work was taken in another country. If transcripts are in a language other than English, translations will be sought so credits can be awarded appropriately. ELs must be provided with access to Advanced Placement, dual credit, and other advanced courses. ELs must receive language supports to assist them in accessing academic content, just as they would if they were in other less accelerated academic courses.

When EL students enroll in U.S. schools for the first time at the secondary level, steps will be taken to ensure they have access to a high school diploma. To ensure ELs have access to the foundational skills needed to be successful in high school and ensure access to graduation, JCSD will place students in academic courses sequentially. English I, II, III, and IV will be offered, scheduled, and taught in sequential order. Simultaneous enrollment is acceptable in situations where a student failed a course and needs to simultaneously enroll. EL students will not be placed out of sequence to prevent them from taking required assessments.

Parent Notification:

Parent(s)/guardian(s) of a student who qualifies for English Language services shall be sent a notice of placement and services within thirty days of the start of the school year or within ten days for students ruled eligible enrolling after the initial day of school. The notice may either be mailed to the parent(s)/ guardian(s) or sent home with the student. The Student Evaluation Team (SET) will invite the parent(s)/ guardian(s) to a conference further explaining the ruling or the services that will be provided. The notification must include all of the required elements, including the right to opt out. Parents may decline EL services at any time by written request.

Any parent(s)/ guardian(s) whose child is receiving or is eligible to receive EL services has the right to decline or opt his or her child out of any or all EL services. The district will provide guidance in a language parent(s)/ guardian(s) can understand to ensure that they understand their child's rights, the range of EL services that their child could receive, and the benefits of such services to ensure that the parent(s)/ guardian(s) decision to opt out is informed and voluntary.

After ELs have been identified using the ELPA 21 Screener, the district must provide ELs with appropriate language assistance services and programs, commonly known as "EL Services and Programs." The district has the flexibility to choose the EL services and programs that meet civil rights requirements and best meet the needs of their EL population.

Language Service Plans:

Each student identified as an English Learner must have a Language Service Plan (LSP) per Mississippi Department of Education guidelines. Language Service Plans are updated annually until the student exits the EL program. The LSP must contain the student's demographic information, date of first enrollment in a US school, yearly English Proficiency Assessment (cambium Assessment, Inc. (CAI)) scores, and state/classroom accommodations. The SET must meet to develop the LSP at the beginning of each academic school year. The SET is composed of the student's teachers, EL teacher, administrators, counselor, and parent(s)/guardian(s). The team will meet quarterly to evaluate the student's progress and make necessary adjustments. A copy of the LSP must be provided to all teachers who work with the EL student.

EL Data:

Once a student has been identified as an EL, the district must ensure the student is correctly marked in their student data package. This information will transfer over to MSIS once the district has submitted their data to MDE. Districts should ensure each column on the EL roster screen of MSIS is completed. This information should be updated monthly.

English Learner English Language Proficiency Assessment:

The Elementary and Secondary Act (ESEA) and Every Student Succeeds Act (ESSA) requires that all students identified as ELs be assessed for English Language proficiency on an annual basis. The approved English language assessment is the English Proficiency Assessment (Cambium Assessment, Inc (CAI)). The assessment is currently administered in the Spring.

The English Proficiency Assessment (Cambium Assessment, Inc (CAI) measures four domains:

1. Speaking
2. Listening
3. Reading
4. Writing

Students taking this assessment may or may not have reasonable accommodations when taking this assessment. The Mississippi Testing Accommodations Manual outlines the accommodations available for students who have been identified as ELs.

Scores from the English Proficiency Assessment (Cambium Assessment, Inc (CAI)) are usually received during the summer following the assessment. Score reports will be sent to parent(s)/ guardian(s) at the beginning of the next school year. Copies of the score reports

are placed in the student's cumulative folder. Reports for students who transfer to another school during the summer months are included with the record sent to the new school.

Grading and Retention:

As students are working to learn English during the initial stages of language acquisition, it is a violation of their Civil Rights to retain them due to limited language proficiency. Schools must ensure that EL students are placed appropriately and can participate meaningfully and equally in educational programs as noted in Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Opportunities Act of 1974.

Retention is not generally recommended for ELs. Though the decision to promote or retain will be made on a case-by-case basis, and the decision to retain an EL must be accompanied by documentation demonstrating that appropriate accommodations and modifications were employed throughout the school year to ensure compliance with federal requirements. ELs should be carefully evaluated before retention is recommended to ensure that the lack of English skills is not being mistaken for poor achievement.

Students Exiting the Program and Monitoring Exited Students:

Students may exit the EL program by achieving the following scores on the English Proficiency Assessment (Cambium Assessment, Inc. (CAI)). (These are the only criteria allowed for a student to exit the program.)

- For an English learner to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **ELPA21 Summative Assessment**. A score of "Proficient" means that the student has scored a proficiency level 4 or higher in all language domains (Listening, Speaking, Reading, and Writing).
- For an **English learner with significant cognitive disabilities (ELSCD)** to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **Alt ELPA21 Summative Assessment**. A score of "Proficient" means that the student has scored a proficiency level 3 or higher in each domain in both language modalities (Receptive and Expressive)

An EL student with a disability can be "exited" from EL status when he or she no longer meets the definition of an EL. This occurs when the student meets the State's definition of "proficient" in English. The student's EL status cannot be removed based solely on the fact the student has an IEP.

Students who have achieved the proficiency levels above and exited the program must be monitored for a period of four academic years. Monitoring must be conducted and documented quarterly by the SET. Monitored students who are not achieving at a satisfactory level may be considered for placement in the EL program. The district will retest using the ELPA21 Screener to see if the student needs to be offered additional language assistance.

English Learner Services and Instructional Support:

Students identified as ELs must be provided with appropriate EL language assistance services. The district will provide ELs with access to the content of the Mississippi College and Career Readiness Standards and other services, including special education, gifted education, and extracurricular programs, as needed.

ELs will have meaningful access to the core curriculum, such as math, science, social studies and language arts, while learning English. While the district's EL program focuses in part on language acquisition, both the EL teacher and academic teachers should work together to ensure that students are mastering the academic language needed to be successful.

The goal for students who are ELs is that they attain fluency in English, master the state's academic content standards, and pass any other state required tests.

JCSD will provide ELs with a language assistance program that is educationally sound and proven successful. Federal law does not require any particular program or method of instruction. An EL should be given at least 30 minutes of direct language instruction in a day in the English language. This instruction can occur within the regular classroom setting.

The Multi-Tiered System of Supports (MTSS) is a framework for effective team-based problem solving that is data informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students. With MTSS, schools identify struggling students, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. Schools also identify students with learning disabilities, language barriers, and/or other disabilities. EL students with learning disabilities can also be identified using this methodology.

English Learner Programs, Staffing and Resources:

JCSD currently provides individualized or small group services to the students identified as ELs. Students work with an EL teacher/ tutor during a time that does not interfere with regular classroom instruction. Necessary resources are provided by the district to conduct the program.

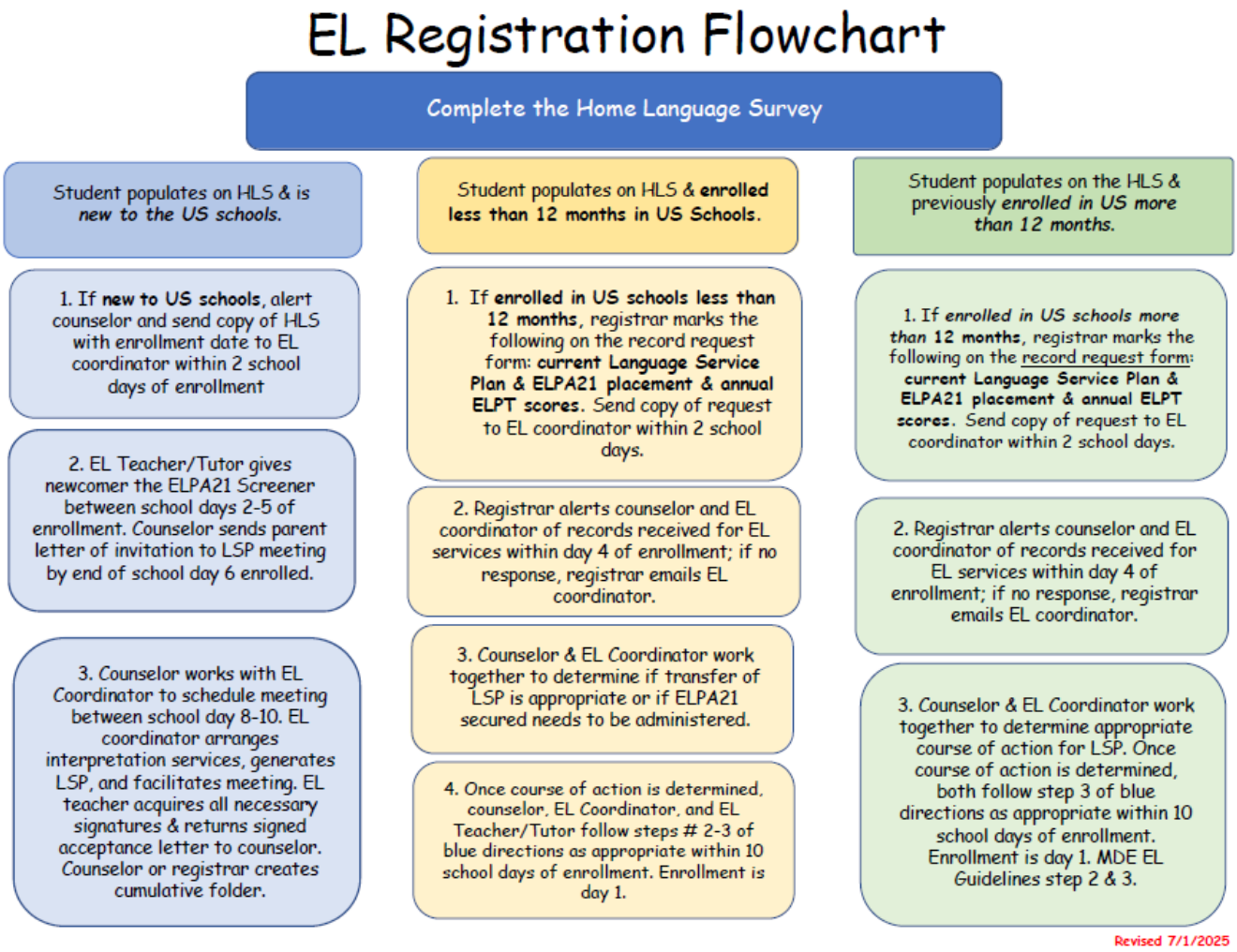
Parent and Family Engagement:

JCSD has a legal obligation to communicate meaningfully with Limited English Proficient (LEP) parents and families and to adequately notify them of information about any program, service or activity called to the attention of non-LEP parents. Successful communication provides LEP parents, guardians, and families with the school-related information they need to make informed decisions about, and be helpful participants in, their children's education. This may include but not be limited to information about language assistance programs, special education and related services, Individualized Education Program (IEP) meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent(s)/ guardian(s)

permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, and gifted programs.

JCSD will provide information to LEP parents and guardians with documents in a language they can understand when necessary.

APPENDIX F



APPENDIX G

ELL Procedures

STEP 1

Student registers and parent/guardian completes the **Home Language Survey**. If language other than English is indicated and/or documentation, parent report of prior eligibility is presented, proceed to Step 2. If English only is indicated **DO NOT** proceed to Step 2. The student is **NOT ELIGIBLE** for EL services.

STEP 2

If the student is possibly eligible for EL services, the Registrar will inform the counselor and EL Coordinator. The EL Teacher/Tutor will then conduct the **ELPA21 Screener**.

STEP 3

1. The EL Teacher/Tutor will complete the ELPA21 Screener, and, notify the EL Coordinator when a student meets the criteria. The school counselor will inform the JCSD EL personnel of eligibility.
2. The counselor sends the **English Learner Notification Letter** to parent/guardian, and notifies the EL Coordinator, EL Teacher/Tutor and SET.
3. The EL Coordinator prepares LSP. The meeting will be held with SET members present.

STEP 4

1. Signed copies of LSP are given to parent/guardian, all teachers, and STC (Recipients sign **LSP Acceptance Notice**).
2. Original LSP is filed in **green** EL folder and placed in the cumulative folder along with all other EL documentation (i.e. HLS, ELPA21 Screener, prior EL history).

STEP 5

1. The School Educational Team (SET) meets to review LSP quarterly with the parent/ guardian.
2. Student takes ELPT – If student scores below proficient in Writing, Reading and Overall – EL Services continue for the following school year.

STEP 6

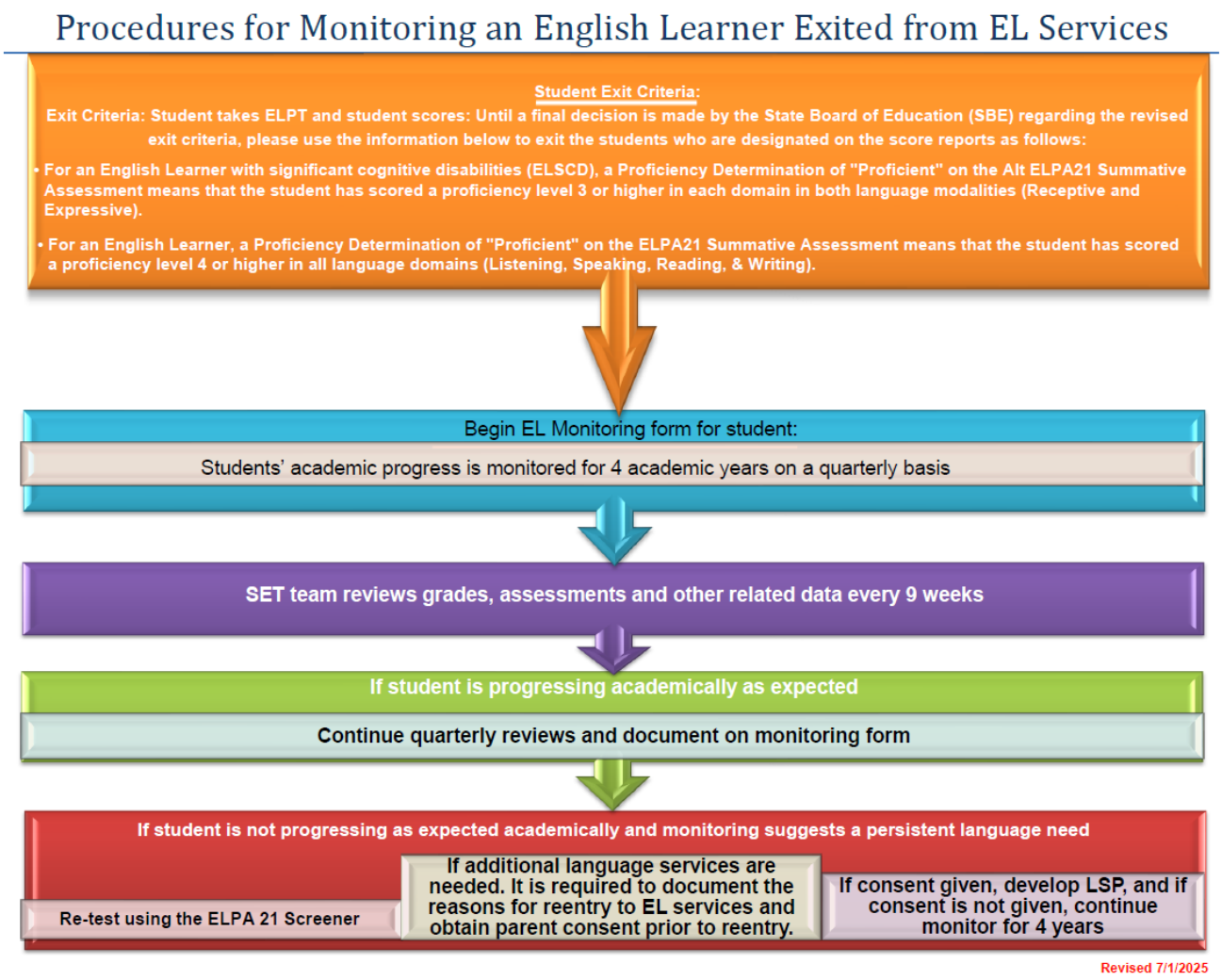
Exit Criteria: Student takes ELPT and student scores:

Until a final decision is made by the State Board of Education (SBE) regarding the revised exit criteria, please use the information below to exit the students who are designated on the score reports as follows:

- For an English learner to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **ELPA21 Summative Assessment.** A score of "Proficient" means that the student has scored a proficiency level 4 or higher in all language domains (Listening, Speaking, Reading, and Writing).
- For an **English learner with significant cognitive disabilities (ELSCD)** to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **Alt ELPA21 Summative Assessment.** A score of "Proficient" means that the student has scored a proficiency level 3 or higher in each domain in both language modalities (Receptive and Expressive).

Revised 7/1/2025

APPENDIX H


Procedures for Monitoring an English Learner Exited from EL Services
Student Exit Criteria:
Exit Criteria: Student takes ELPT and student scores: Until a final decision is made by the State Board of Education (SBE) regarding the revised exit criteria, please use the information below to exit the students who are designated on the score reports as follows:
• For an English Learner with significant cognitive disabilities (ELSCD), a Proficiency Determination of "Proficient" on the Alt ELPA21 Summative Assessment means that the student has scored a proficiency level 3 or higher in each domain in both language modalities (Receptive and Expressive).
• For an English Learner, a Proficiency Determination of "Proficient" on the ELPA21 Summative Assessment means that the student has scored a proficiency level 4 or higher in all language domains (Listening, Speaking, Reading, & Writing).
Begin EL Monitoring form for student:
Students' academic progress is monitored for 4 academic years on a quarterly basis
SET team reviews grades, assessments and other related data every 9 weeks
If student is progressing academically as expected
Continue quarterly reviews and document on monitoring form
If student is not progressing as expected academically and monitoring suggests a persistent language need
Re-test using the ELPA 21 Screener
If additional language services are needed. It is required to document the reasons for reentry to EL services and obtain parent consent prior to reentry.
If consent given, develop LSP, and if consent is not given, continue monitor for 4 years
Revised 7/1/2025

Homeless and Foster Care Manual 2025-2026

JCSD Superintendent, Mr. David Baggett
Director of St. Services & Federal Programs,
Dr. Kimberly Williams
Homeless Liaison, Mrs. Shelly Barnett
Foster Care POC, Mrs. Shelly Barnett

Table of Contents

Introduction 4
McKinney-Vento Law 4
JCSD Homeless Policy JQN 5
Definition 5
Foster Care Law 9
JCSD Foster Care Policy JQO 9
Homeless 13
Requirements 13
Definition 13
Procedures 14
District 14
MSIS 15
Disputes 16
Transportation 19
Flowchart 21
Appendices 22
Title IX, Part A 22
Title IX Displaced Student Residency Form 23
Caregiver Authorization Form 24
Foster Care 26
Requirements 26
Procedures 28
District 29
MSIS 29
Disputes 29
Transportation 29
Appendices 32
BID – Best Interest Determination Form 33

JCSD Homeless Education Plan

Introduction

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

McKinney-Vento Law

The McKinney-Vento Homeless Assistance Act (Act) requires all school districts McKinney Homeless Assistance Act of 1990, 42USC11431, it shall be the policy of this school district, to the extent practicable under requirements relating to education established by state law, that each eligible child of a homeless Individual and each eligible homeless youth will have access to a free appropriate education comparable to the education provided the children of district residents who are non-homeless, without isolation or stigma.

- 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.

JCSD Homeless Policy JQN

Section: J Students

Policy Code: JQN Education for Homeless Children and Youth

Education of the Homeless School-Age Children

All school-age children, including the homeless, who live within the Jackson County School District, shall be eligible to attend the district's schools. Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

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 parents and in accordance with the student's best interest. Transportation will be provided to and from the district school or school of origin in a manner that would be in the best interest of the child, as determined by the district Homeless Liaison for homeless students.

The Superintendent of Education has the authority to designate a student as homeless based on criteria outlined in this policy and the McKinney Vento Homeless Assistance Act. If it is determined by the Superintendent that a child or his/her parents are attempting to use a designation of homeless to change schools for reasons other than those delineated in the McKinney Vento Act (i.e. athletics, school choice or other non-related reason), the Superintendent may deny a homeless designation.

The district utilizes this policy as it guideline to explain the rights of homeless students and the responsibilities of the schools to meet their needs and eliminate barriers to school attendance. This information shall also be disseminated in writing and by other means designed to raise awareness of these rights and responsibilities to staff, homeless families and students, the public, and homeless service providers.

DEFINITIONS

For the purposes of this policy, children are deemed to be homeless under the following conditions:

1. Individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1);
2. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons are living in motels, hotels, trailer

3. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C));
4. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
5. Migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless because the children are living in circumstances described in numbers 2-4 above.

An unaccompanied is a homeless child not in the physical custody of a parent or guardian. 42 U.S.C. § 11434a

SERVICES TO BE PROVIDED

1. Pursuant to and in compliance with the requirements of the Stewart B. McKinney Homeless Assistance Act of 1990, 42USC11431, it shall be the policy of this school district, to the extent practicable under requirements relating to education established by state law, that each eligible child of a homeless Individual and each eligible homeless youth will have access to a free appropriate education comparable to the education provided the children of district residents who are non-homeless, without isolation or stigma.
2. The placement of an eligible homeless child or youth will take into consideration the best interests of the homeless child or youth and placement requests made by a parent.
3. The choice of placement in either the "school of origin" or the school serving the "place of abode" will take place regardless of whether the child or youth is living with the homeless parent(s) or has been temporarily placed elsewhere by the parent(s).
4. Provided the homeless child or youth meets eligibility criteria, he/she will be provided transportation services; compensatory education programs for the disadvantaged; educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meals programs.
5. Any and all records ordinarily kept by this school district, including immunization records, academic records, birth certificates, guardianship records, evaluations for special services and programs shall be kept on homeless children and youth and shall be forwarded in a timely fashion should a child or youth enter a new school or school district; and in a manner consistent with S1232g of Title 20.
6. Should this school district receive assistance under S11432 of the Act, it shall coordinate with local social service agencies and other agencies or programs providing services to such children or youth and their families.
7. Should this school district ever receive assistance under S11432 of the Act, it shall designate a homelessness liaison to ensure that homeless children and youth enroll in and succeed in the schools of their district; and, homeless families, children and

youth receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services, and other appropriate services.
8. The homelessness liaison shall inform school personnel, service providers and advocates working with homeless families of the duties of the liaison.
9. This school district has and will continue to review and revise, to the extent practicable under the requirements relating to education established by state law, any policies that may act as barriers to the enrollment of homeless children and youth in schools selected in accordance with paragraphs 2, 3 and 4 above.
10. In reviewing and revising such policies, to the extent practicable under the requirements relating to education established by state law, consideration shall be given to issues concerning transportation, requirements of immunization, residency, birth certificates, school records, or other documentation and guardianship.
11. Disputes which may arise regarding the assignment of a homeless child or youth will be promptly resolved according to the provisions of Policy JBCCA - Assignment of Pupils. Other issues or disputes will be directed to the attention of the school official responsible for that particular matter for prompt resolution. If this dispute cannot be resolved locally, any aggrieved party may make a written request for a review of the matter to:

Coordinator of the Homeless Program
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205

Should the homeless child be living with a parent designee, a person with whom the parents have placed the child but who is not a legal guardian, school officials shall communicate directly with the parent designee concerning any school-related matters involving the homeless child and, in addition, shall use their best efforts to communicate the same information to the respective parent(s).

If a dispute arises over any issues covered in this policy, the school where the dispute arises will provide the parent/guardian or unaccompanied homeless youth with a written explanation of its decision and the right to appeal and will refer the parent/ guardian or youth to Director of Student Services/Federal Programs in the Jackson County School District Office immediately. The Superintendent shall designate the Director of Student Services/Federal Programs in the district office to investigate and report complaints that are believed to be in non-compliance with the Stewart B. McKinney Homeless Assistance Amendment Act and/or issues that deal with the educational placement of homeless children and youth which cannot be resolved at the attendance center. If a parent or guardian has a complaint, he/ she should go first to the building principal. If the dispute cannot be resolved at this point, then it should be presented to the Assistant Superintendent of the Attendance Center. If the dispute is not resolved at this point, it will be presented to the Director of Student Services/ Federal Programs in the district office. If the dispute cannot be resolved at this level,

a request will be made to the State Department of Education's Coordinator of the Homeless Program for a formal review. The review must be requested in writing immediately after the dispute takes place. The parent/guardian or youth will be given every opportunity to participate in the resolution of the dispute.

Reference: Stewart B. McKinney Act, P.L. 100-77 Mississippi Code 37 -13-91; 37-15-9; 37-7-301; 41-23-37; 37-3 -49; 37-15-1 through 37-15-3 National School Lunch Act, 1946 Family Educational Rights and Privacy Act, 1974

LEGAL REF: McKinney-Vento Homeless Education Assistance Improvements Act of 2001 P L. 107-110 (No Child Left Behind Act of 2001)

CROSS REF: Policies JAA - Equal Educational Opportunities JBCCA - Assignment of Pupils IB - Instructional Goals

JCSD Homeless Policy JQO

Section: J Students

Policy Code: JQO JQO Foster Care Plan

Foster Care Plan

The Jackson County School District is dedicated to promoting high achievement and educational stability to those students in foster care. The District will collaborate with the Mississippi Department of Education (MDE), the Mississippi's Child Welfare Agency, and the Mississippi Department of Child Protection Services (MDCPS) as needed to provide educational services for students in foster care.

DEFINITIONS

1. Best Interest Determination (BID) – refers the collaborative process between MDCPS and local school districts based on the individual student's unique best interests. The determination involves input from multiple parties to make decisions about whether a student placed in foster care should continue to attend his or her school of origin.
2. School of Origin – refers to the school that a student was attending at the time of placement in foster care or the last school the student attended, despite a change in home. To ensure continuity in education, remaining in the school of origin is preferred.
3. School District of Origin – refers to the Mississippi school district in which a school of origin is physically located.

DISTRICT POINT OF CONTACT (POC)

The District will coordinate with MDCPS to finalize a BID within seven (7) school days from the date the District is notified, by MDCPS, of a child's placement in foster care or change in the child's living arrangement, except in emergency removal situations.

During the BID determination period, the District will ensure the child is permitted to remain in his or her school of origin and the District will document how transportation shall be provided, arranged, and funded during the pendency of the BID decision. See Policy EDD

The BID decision will involve input from multiple, relevant parties who have the authority to make decisions regarding the child in foster care, and who have the knowledge and expertise about the child and the child's circumstances to determine whether a student in foster care should continue to attend his or her school of origin. These parties may include:

1. MDCPS representative;
2. Student, if applicable;
3. Child's foster family;
4. Individual from receiving school district;
5. Counselor;
6. Guardian Ad Litem; and,
7. Biological Parent, if determined by MDCPS or Court Order.

If there is disagreement regarding school placement for a student in foster care, MDCPS is the final decision maker. Students should continue to attend their schools of origin while BIDs are determined.

The District will consider all factors relating to a child's best interest. In evaluating the appropriateness of the current educational setting, the District will consider:

1. Appropriateness of the current educational setting (the school of origin),
2. Proximity to the school in which the child is enrolled (the school of origin) at the time of placement in foster care,
3. Preferences of the child's parent(s) or education decision maker(s) (individual legally authorized by the court to make educational decisions for a child in foster care);
4. Holistic and well-informed determination, utilizing a variety of student-centered factors including, but not limited to –
    1. Student's age and grade level;
    2. Student's preference, when age appropriate;
    3. Student's attachment to the school, including meaningful relationships with staff and peers;
    4. Placement of the student's sibling(s);
    5. Distance/length of time to travel to/from school;
    6. Time of academic year, academic performance, and skills;
    7. Current educational goals and services; anticipated length of time in placement, and whether reunification is the family goal;
    8. Number of placements to date;
    9. Child's participation in specialized instruction (e.g., gifted programming, career technical education program, College Credit Plus, Advanced Placement classes);
    10. Availability of required special education and/or related services in a school other than the school of origin when the student has an identified disability under IDEA or Section 504;

11. Availability of language services in a school other than the school of origin when the student has been identified as an English learner;
12. A child's ability to earn full academic credit, the ability to proceed to the next grade, or the ability to graduate on time;
13. School climate, peer support, supportive adults, and involvement in extracurricular activities;
14. Availability and quality of the services in the school to meet the child's educational and socio-emotional needs;
15. Impact the commute to and from school would have on the child, based on developmental functioning. For children with disabilities, consider the IDEA's federal requirements when determining best interest;
16. Any other relevant factors pertinent to the child.

5. Whether the student needs to remain in the school of origin for a limited time (e.g., until the end of the school year, the end of a testing or grading period).
6. Determine if it is appropriate to revisit the question of whether it is in the student's best to remain in the school of origin or enroll locally, and if so, document a specific time to reassess; and,
7. NOT consider the cost of transportation when determining a child's best interest.

REMAIN IN SCHOOL OF ORIGIN

When the District has determined that it is in the best interest of the child to remain in the school of origin, the District will document in the individualized student's plan regarding how transportation will be provided, arranged, and funded for the student.

The District will document, in collaboration with MDCPS, the Transportation Plan that supports the District's obligations under state and federal law and follows all guidelines in MDE Rule 30.8, in order for the student to receive transportation services on the first day of the student's attendance. See also policy EDD.

LEAVE SCHOOL OF ORIGIN

When the District has determined it is in the best interest of the child to leave the school of origin, the enrolling district will:

1. Ensure enrollment in the new school takes place on the same day the student is enrolled, even if the child is unable to provide records normally required for enrollment.

    1. A student in foster care must be enrolled by a MDCPS representative.
    2. The District will confirm, in writing, the person responsible for making educational decisions. If a student is removed from the school, by anyone other than a MDCPS employee, the district will notify MDE immediately,

unless a court order states otherwise.
3. The District will contact the school last attended (school of origin), within one (1) school day of enrollment, to obtain relevant academic and other records.

2. Update the student database and contact information for the student within one (1) school day of notification of enrollment from the custodial agency (MDCPS).
3. Ensure the student is assigned to a school in the district in the same manner and according to the same process used for all other students in the district.
4. Give foster children transferring into the District credit for full and/or partial coursework completed at their school of origin, in accordance with the District's policy on transfer credits.
5. Ensure each student in foster care shall be provided services comparable to other students in the school of attendance.
6. Ensure that it is documented that a student was withdrawn prior to the best interest determination, if applicable.

STUDENT RECORDS

Upon receipt of a written request for school records from a new school, the school district of origin shall forward, in a manner consistent with state and federal law, a complete copy of the records of the student in foster care. Information needed by the receiving school district shall include, but is not limited to:

1. Proof of age;
2. Immunization records;
3. Cumulative education file, if the child is attending a public school.
4. Copy of the current IEP, if the child is eligible for special education services;
5. Copy of the current Section 504 Plan, if the child has a Section 504;
6. Copy of health records kept by the school; and,
7. Any other pertinent information needed to assist the enrolling school in providing appropriate educational services.

The inability to receive records shall not delay student enrollment. Once a foster student is disenrolled by MDCPS, no other sharing of information shall occur. The District will comply with all state and federal law in order to protect student privacy.

LEGAL REF: 20 U.S.C. §§ 6311(g)(1)(E); 6312(c)(5); Uninterrupted Scholars Act (USA), P.L. No: 112-278; Every Student Succeeds Act (ESSA); Equal Educational Opportunities Act of 1974 (EEOA); Family Educational Rights and Privacy Act (FERPA)

Homeless

Requirements

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

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

Definition

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:

The term "homeless children and youths"--

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

(B) includes--

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

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

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

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

District Procedures

When a parent/guardian completes the Title IX form, at the time of registration, and marks one of the situations listed at the bottom of the form, **the school counselor will interview** the parent and make sure that they have a clear understanding of the circumstances.

a. Unaccompanied Homeless Youth (Child does not reside with a parent or legal guardian)
b. Family resides in substandard housing (Lacks or has inadequate utilities, excessive holes in floors, cardboard walls/windows, camping ground, etc).
c. Child/family resides in temporary or public/privately operated shelter (Runaway, domestic violence, substance abuse, emergency, etc.) Temporarily child/family resides with relatives or friends (due to loss of job, housing, income or similar reason) Please explain:_____
d. Child/family resides in non-sub-standard domiciles or on the “streets’ (tents, vehicles, buses, abandoned buildings, condemned areas, etc.)
e. Parent/guardian in placement of institution (i.e. jail/prison, mentally ill facility, etc)
f. Child who is initially housed in an emergency placement by DHS and awaiting foster care placement.

2. Then the counselor will send the Title IX forms (part 1 and 2) & Caregiver Authorization form, if applicable, to **the Federal Programs Director and the Homeless Liaison** and make every effort to inform them of any extenuating circumstances in a brief synopsis.
3. The Homeless Liaison will review the form and decide on whether the student should be considered as homeless. If the student is considered homeless then the following must occur:

a. The counselor must mark the student as homeless in SAMS (Go to the student's folder, then to the At-Risk tab, scroll down and click on edit, and check the box next to "homeless" under the At-Risk section).
b. Please store all forms in the student's cumulative folder for a period of one academic school year. **(This documentation will need to be removed from the cumulative folder at the end of the year).**
c. **The Homeless Liaison** will send Food Services a copy of the homeless student's Title IX (form 1) for their records.

4. Once each school uploads MSIS MSD files for the month, please go into MSIS (under the view student data to make sure that the title x indicator has turned to "y" instead of "n". If the student was marked in SAMS before you upload, then all should go well.
5. A student is marked homeless for 1 year, and will have to reapply every year. Please clear out all of your homeless indicators in SAMS at the end of the school year after your final Month 9 upload to MSIS.

MSIS

Homeless Services

After JCSD's student data is certified each month in MSIS, the Homeless Liaison will enter the required monthly homeless services that were provided to the student in the MSIS portal.

Homeless Barriers

After JCSD's student data is certified each month in MSIS, the Homeless Liaison will enter the required homeless barriers in the MSIS portal.

Disputes

Chapter 40 McKinney-Vento Homeless Education Dispute Resolution Procedure

1. INTRODUCTION

The McKinney-Vento Homeless Assistance Act (Act) acknowledges that disputes may arise between a local educational agency (LEA) and the parent or guardian of a homeless child or youth, or unaccompanied youth, when the LEA seeks to place him or her in a school other than the school of origin or the one requested by the parent, guardian, or unaccompanied youth. Guidance regarding the definition of homeless, the responsibilities of the LEA in serving homeless children and youth, school selection, eligibility and enrollment is provided in the Act. The Act includes dispute resolution among the required duties of the LEA liaison and the State Educational Agency (SEA).The following procedures are specified in the Act:

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

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

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

2. ADMINISTRATIVE PROCEDURE

The Mississippi Department of Education (MDE), Office of Federal Programs, has adopted a dispute resolution process at the local and state levels. If a dispute arises regarding the eligibility, school selection, or school enrollment of a homeless child or youth, or unaccompanied youth, the following procedures are to be followed:

Local Educational Agency Level: If the LEA makes a determination regarding school selection or enrollment that would result in the child or youth attending a school other than the one requested by the parent, guardian, or unaccompanied youth, a written explanation shall be provided in a manner and form understandable to the parent, guardian, or unaccompanied youth. The parent, guardian, or unaccompanied youth shall be informed of the right to appeal and the written decision shall include a statement of the right to appeal to the LEA superintendent. The dispute resolution process shall be initiated at the local level by the parent/ guardian or unaccompanied youth who wishes to appeal the school district's decision. The LEAs shall develop written policies and procedures with timelines that govern the dispute resolution process and shall include, at a minimum, the following:

a. Each LEA is required to have a designated McKinney-Vento liaison. In addition, each school should have a contact who has been trained on the McKinney-Vento Act.

b . If the parent, guardian or unaccompanied youth disagrees with the LEA's decision and wishes to appeal to the LEA superintendent or his/her designee, the parent, guardian, or unaccompanied youth shall file a request for dispute resolution with the LEA liaison by completing a dispute resolution form or submitting a written request after receiving notification of the LEA's decision. The LEA superintendent's designee shall be someone other than the LEA liaison. The parent, guardian, or unaccompanied youth shall be informed of the right to appeal and the LEA superintendent's written decision shall include a statement of the right to appeal to the local school board of education.

c. If the parent, guardian, or unaccompanied youth disagrees with the LEA superintendent's decision and wishes to appeal to the local board of education, the parent, guardian, or unaccompanied youth shall inform the LEA liaison of the intent to appeal. The LEA liaison shall ensure an appointment is made for the next, regularly scheduled board meeting to address the dispute. The LEA liaison shall also provide the parent, guardian, or unaccompanied youth with the documentation collected up to that point, including the parent, guardian or unaccompanied youth request for dispute resolution, the LEA liaison and local superintendent's written decision and

any other additional information submitted by the parent, guardian, or unaccompanied youth. The parent, guardian, or unaccompanied youth shall be informed of the right to appeal and the local school board of education's written decision shall include a statement of the right to appeal to the MDE if aggrieved.

State Educational Agency Level: Appeals made to the MDE shall be submitted in writing, signed by the complainant, and forwarded by the LEA. The following steps are to be taken:

a. Address the complaint to:
Mississippi Department of Education Office of Federal Programs
State Homeless Education Coordinator 359 North West Street, Suite 111
Jackson, MS 39205

b. The complaint shall include the following:

1. A description of the situation that prompted the dispute
2. The name(s) and age(s) of the homeless child or youth
3. The name(s) of the LEA and personnel involved
4. A description of the attempts that were made to resolve the issue at the local level, including copies of any documentation used in making the decisions.

c. The State Homeless Coordinator will gather needed information from statements of the parties involved and forward the information to the Executive Director of the Office of Federal Programs, along with a recommendation for resolution or for further investigation.

d. Within ten (10) business days after receiving a complaint, the Executive Director of the Office of Federal Programs will
recommend a resolution and will inform interested parties, in writing, of the decision.

e. If the parent, guardian, or unaccompanied youth disagrees with the decision, that party may, within ten (10) business days, appeal to the State Superintendent. This appeal shall be made in writing and state why the party disagrees with the decision of the Executive Director of the Office of Federal Programs.

f. Within ten (10) business days after receiving an appeal, the State Superintendent or his/her designee will render a final administrative decision and notify all parties in writing. If the parent, guardian, or unaccompanied youth disagrees with the decision of the State Superintendent in a matter

concerning homeless children or youth, the party may request a review of the decision by the United States Secretary of Education in accordance with 34 CFR Part 299.11.

Visit the Mississippi Department of Education website, Office of Federal Programs, Title IX, Part A Education for the Homeless Children and Youth Program (McKinney-Vento) for more information.
Sources:
42 U.S. Code § 11432(g)(1)(C) (Rev. 2017);
42 U.S. Code § 11432(g)(3)(E)(i)-(iv) (Rev. 2017);
Miss. Code Ann. § 37-3-11(c) (Rev. 2017);
Miss. Code Ann. § 37-1-3 (Rev. 2017)

Transportation

Section 7.2 School of Origin Transportation Requirements

The McKinney-Vento Act requires every state and its LEAs to adopt policies and practices to ensure that transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin in accordance with the following, as applicable. If the homeless child or youth:

1) continues to live in the area served by the LEA in which the school of origin is located, transportation to and from the school of origin shall be provided or arranged by the LEA in which the school of origin is located [42 U.S.C. § 11432(g)(1)(J)(iii)(I)].
2) begins living in an area served by another LEA but remains enrolled in the school of origin, the LEA of origin and the LEA in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the LEAs are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally [42 U.S.C. § 11432(g)(1)(J)(iii)].

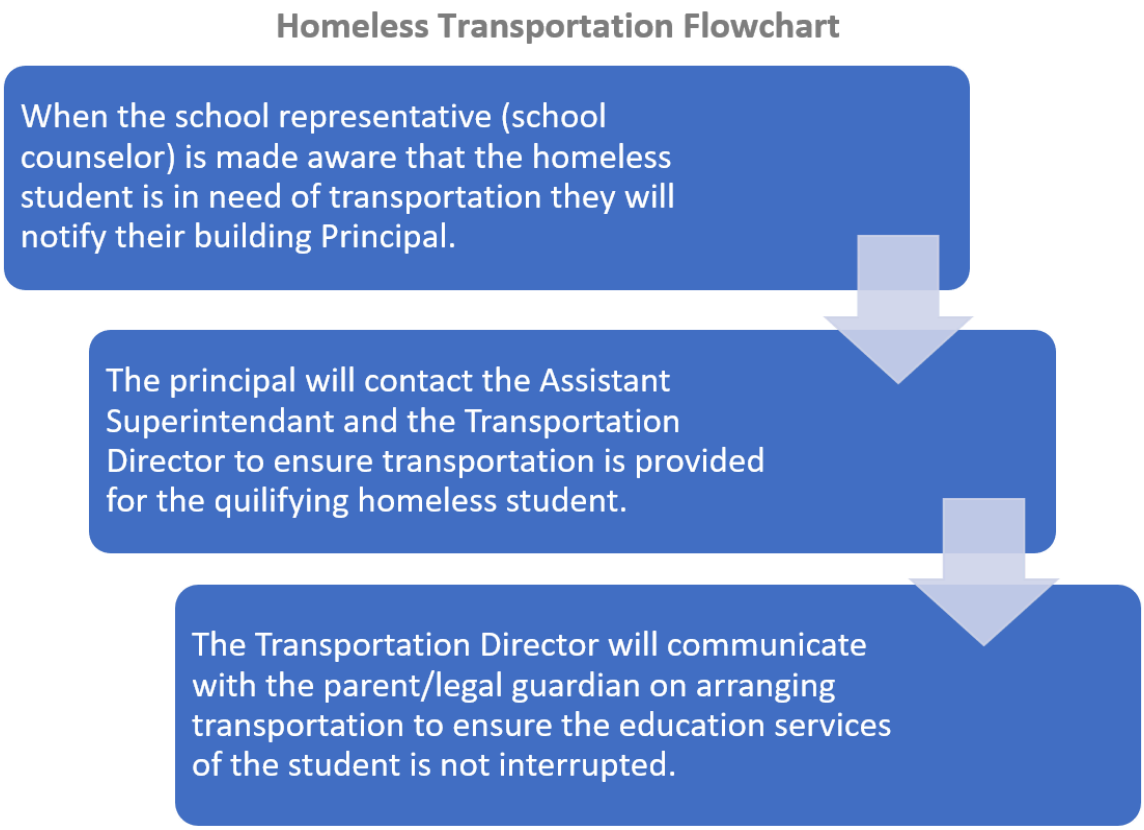
The law requires LEAs to coordinate inter-district activities with other LEAs, specifically mentioning the coordination of transportation [42 U.S.C. § 11432(g)(5)(A)(ii)]. It is important to note that this requirement applies to all LEAs whether or not they receive subgrant funds and whether or not they provide transportation to other students.

Homeless children and youth have the right to remain in their school of origin for the duration of homelessness, in any case in which a family becomes homeless between academic years or during the academic year, and for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year [42 U.S.C. § 11432(g)(3)(A)].

Related to transportation, "The State and its LEAs in the State will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin" [42 U.S.C. § 11432(g)(1)(J)(iii)].

Liaisons must ensure that "…the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin…and is assisted in accessing transportation to the school that is selected…" [42 U.S.C. §.11432(g)(6)(A)(viii)].

Homeless Transportation Flowchart



Title IX, Part A Referral and Eligibility Form

JACKSON COUNTY School District

"Raising the Standard"

Title IX, Part A
Education for Homeless Children and Youth Program
Student Identification
For
Referral and Eligibility Form

Section I: Student Information, Fill in all blanks if Possible.

Student Name: _____

Current Age: _____Current Grade: _____Sex: _____Race:_____

Parent/Guardian Name:_____

Mailing Address:_____

Home Phone #:_____ Work Phone #:_____

Section II: Eligibility Criteria

____Unaccompanied Homeless Youth (Child meets the definition of homeless and does not reside with a parent or legal guardian)

____Family resides in substandard housing (Lacks or has inadequate utilities, excessive holes in floors, cardboard walls/windows, camping ground, etc).

____Child/family resides in temporary or public/privately operated shelter (Runaway, domestic violence, substance abuse, emergency, etc.)

____**Temporarily** child/family resides with relatives or friends (due to loss of job, housing, income or similar reason)
Please explain:_____

_____Child/family resides in non-sub-standard domiciles or on the "streets' (tents, vehicles, buses, abandoned buildings, condemned areas, etc.)

_____Parent/guardian in placement of institution (i.e. jail/prison, mentally ill facility, etc)

_____ Child who is initially housed in an emergency placement by DHS and awaiting foster care placement.

If one or more of the above items are marked, parent must complete Displaced Student Residency Form.

Title IX Displaced Student Residency Form

JACKSON COUNTY School District

"Raising the Standard"

Displaced Student Residency Form

Editable

This form is intended to address the requirements of the McKinney-Vento Act (Title IX, Part A of the Every Student Succeeds Act). The question below is to assist in determining if the student meets the eligibility criteria for services provided under the McKinney-Vento Act. In the event that the child is not staying with his/her parent(s) or guardian(s), use the caregiver authorization form to address guardianship issues.

Where does the student sleep at night? (Click in box to check; use tab key to move between lines for typing answers)

- ☐ in a shelter
- ☐ in a motel/hotel
- ☐ in a foster home
- ☐ in a car
- ☐ at a campsite
- ☐ in another location that is not appropriate for people
- ☐ temporarily with more than one family in a home (Due to loss or hardship)

Name of School: _____ **Grade:** _____

Name of Student: _____ **Date of Birth:** _____ mm/dd/yyyy

I, (name) _____, **declare as follows:**

I am the parent/legal guardian of (name of student) _____ **who is**

of school age and is seeking enrollment in (name of school district) _____.

Since (date) _____, **our family has not had a permanent residence.**
mm/dd/yyyy

Under penalty of perjury under the laws of this state, I declare that the information provided here is true and correct and of my own personal knowledge and that, if called upon to testify, I would be competent to do so:

Name of person completing this form: _____

Signature: _____ **Date:** _____ mm/dd/yyyy

Address: _____

Phone number: _____ xxx-xxx-xxxx **E-mail address:** _____

I can be reached for emergencies at : _____

Caregiver Authorization Form

JACKSON COUNTY School District

"RAISING THE STANDARD"

Caregiver Authorization Form

This form is intended to address the McKinney-Vento Homeless Assistance Act (P.L. 107-110) requirement that homeless children have access to education and other services for which they are eligible. The McKinney-Vento Homeless Assistance Act states specifically that barriers to enrollment must be removed. In some cases, a child or youth who is homeless may not be able to reside with his/her parent or guardian; however, this fact does not nullify the child's/youth's right to receive a free, appropriate public education.

Instructions:
Complete this form for a child/youth presenting himself/herself for enrollment while not in the physical custody of a parent or guardian.

- To authorize the enrollment in school of a minor, complete items 1 through 4 and sign the form.
- To authorize the enrollment and school-related medical care of a minor, complete all items and sign the form.

I am 18 years of age or older and have agreed to fulfill the role of caregiver for the minor named below.

1. Name of Minor: _____

2. Minor's date of birth: _____

3. My name (adult giving authorization): _____

4. My home address: _____

_____

5. Check one or both (for example, if one parent was advised and the other could not be located):

☐ I have advised the parent(s) or other person(s) having legal custody of the minor as to my intent to authorize medical care and have received no objection.

☐ I am unable to contact the parent(s) or legal guardian(s) at this time to notify them of my intended authorization.

6. My date of birth: _____

7. My state driver's license or identification card number: _____

I declare under penalty of perjury under the laws of the State of Mississippi that the foregoing information is true and correct.

Signature: _____ Date: _____

JCSD
Foster Care
Education
Plan

Foster Care

Requirements

Jackson County School District will collaborate with MDCPS to implement the educational stability provisions for students in foster care. JCSD will work closely with MDCPS, during the best interest determination, to ensure that processes and procedures are in place to meet the unique needs of students in foster care including:

- Students in public preschool – Districts must meet the educational stability requirements for children in foster care who were enrolled in preschool at their time of placement in a foster home.
- English language learners (ELLs) - students identified as having limited English proficiency in speaking, listening, reading, or writing English through procedures established by school districts. Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all English learner students, including English learner students in foster care, can participate meaningfully and equally in educational programs.

JCSD Foster Care Point of Contact

Given that educational stability for children in foster care provisions will largely be implemented at the local level, LEAs must designate a Point of Contact. The contact information for the LEA point of contact should be made public so the designee may be easily reached when required. Roles and responsibilities of the LEA point of contact may include:

- Coordinating implementation of the Title I, Part A provisions, as it relates to Foster Care provisions outlined in the Every Student Succeeds Act;
- Leading the development of a process for making the best interest determination;
- Documenting the best interest determination; 7 Educational Stability for Children in Foster Care December 2016
- Facilitating the transfer of records for immediate enrollment;

- Facilitating data sharing with the MDCPS consistent with Family Education Rights to Privacy Act and other privacy protocols;
- Developing and coordinating local transportation procedures;
- Managing best interest determinations and transportation cost disputes;
- Ensuring that children in foster care are enrolled in and regularly attending school; and,
- Coordinating and implementing the child's IEP if applicable. If the child is a child with a disability the school of origin should collaborate with the new school to ensure services begin day one. Foster Care Law

Best Interest Determination (BID)

The LEA and MDCPS must collaborate to determine or ensure a determination is made as to whether it is in the child's best interest to remain in his/her school of origin. The school of origin is defined as the school in which a child is enrolled at the time of initial foster care placement or at the time a change in foster placement is made. The custodial agency must notify the school and district within one school day of the child being placed in foster care or of a change in the foster child's living arrangement. A district must ensure that a child in foster care remains in his or her school of origin unless a determination is made that it is not in the child's best interest to do so. The LEA must take into consideration all factors relating to a child's best interest. Although there is flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, to make a holistic and well-informed determination, a variety of student-centered factors should be considered such as:

- The child's participation in specialized instruction (e.g., gifted programming, career technical education program, College Credit Plus, Advanced Placement classes); 8 Educational Stability for Children in Foster Care December 2016
- The availability of required special education and/or related services in a school other than the school of origin when the student has an identified disability under IDEA or Section 504;
- The availability of language services in a school other than the school of origin when the student has been identified as an English language learner pursuant to Title VI and the Equal Educational Opportunities Act;
- The student's ability to earn full academic credit, the ability to proceed to the next grade, or the ability to graduate on time;

- School climate, peer support, supportive adults, and involvement in extracurricular activities;
- The availability and quality of the services in the school to meet the child's educational and socioemotional needs;
- The impact the commute to and from school would have on the student, based on developmental functioning. For children with disabilities, the Fostering Connections Act, and Individuals with Disabilities Education Act (IDEA) federal requirements are to be factored in when determining best interest; and
- The cost of transportation or the appropriate services should not be a consideration when determining a child's best interest. Best interest determinations are only required when there is a potential change in the school; however, the custodial agency should inform the student's school and district the next school day when there is an out of home placement or a change in placement. This process will ensure the LEA has correct information. The LEA must update the student database and contact information for the student upon notification. Timely notification allows the school and district to adjust necessary services and interventions (e.g., counseling, school-based health services) for the student. When it is not in the best interest of the child to remain in his or her school of origin, a child must be immediately enrolled in his or her new school even if the student doesn't have the necessary documentation for enrollment.

Procedure

District

Identifying Foster Care Students

The Child Protection Services (CPS) will identify for the LEA when a student is placed in foster care, is attending or is to be enrolled in Jackson County School District. CPS will also be responsible for notifying JCSD of any foster care living placement changes.

Request to Participate in the Best Interest Determination

CPS will notify JCSD immediately upon learning that a student attending JCSD has been placed in foster care or will be moved to a new home placement that is located outside the JCSD and a best interest decision must be made.

Notice of Final Best Interest Decision

1. When it is determined that it is in a student's best interest not to remain at their school of origin after being placed or changing foster care living placement CPS will contact the school counselor and together they will complete a BID for the student.

O R

2. When it is determined that it is in a student's best interest to remain in their school of origin after changing foster care placement to reside outside of JCSD; CPS must notify JCSD of the final decision and submit a BID form to the school. This decision determines the need for the parties to collaborate under this agreement and procedure to establish the most cost- effective transportation available for the student.

MSIS

Foster Care Services

After JCSD's student data is certified each month in MSIS, the Foster Care Point of Contact will enter the required foster care services in the MSIS portal.

Foster Care Barriers

After JCSD's student data is certified each month in MSIS, the Foster Care Point of Contact will enter the required foster care barriers in the MSIS portal.

Disputes

Transportation

Some children in foster care may need transportation to remain in their school of origin. Any child in foster care needing transportation to their school of origin must promptly receive transportation services. If the child remains in their school of origin and moves outside the current school's attendance zone, the LEA must collaborate with the local MDCPS to develop and implement clear written transportation procedures in accordance with 34 C.F.R. § 299.13(c)(1)(ii). The two entities must establish a system that expedites transportation for children placed in foster care. The goal is to

maintain educational stability for the student. There are various modes of transportation available for students. Examples of no-cost or low-cost options for transportation that LEAs and the MDCPS could explore include whether:

1. MDCPS will arrange for the child to be dropped off at a school bus stop for the school of origin;

2. MDCPS will arrange for the foster parent or other designee to transport the child to school (mileage reimbursable through foster care maintenance payments);

3. MDCPS and the LEA will review pre-existing bus routes or stops close to the foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act;

4. MDCPS and the LEA will determine if the child is already eligible for transportation covered by other programs;

5. MDCPS and LEA will address how the child welfare agency will use foster care maintenance payments and administrative funds to pay for transportation to the school;

6. MDCPS and LEA will specify how "additional costs" of transportation will be calculated, to delineate clearly the LEA's responsibility to provide transportation when there are no additional costs;

7. MDCPS and LEA will specifically describe how transportation to the school of origin will be provided in situations where there are no additional costs; and

8. MDCPS and LEA will specify the timing and procedures for the child welfare agency to reimburse the LEA for transportation costs.

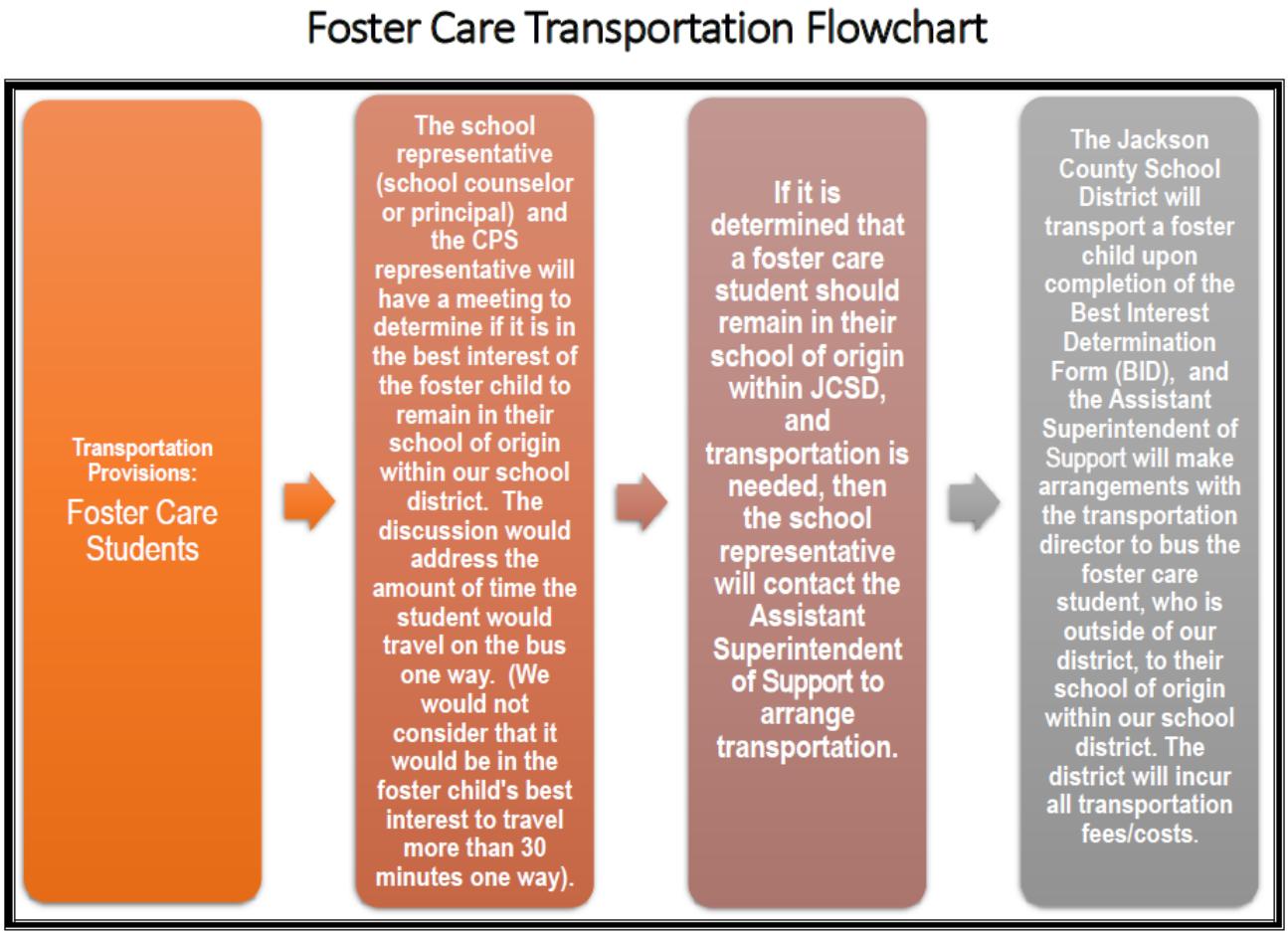
In the event of a dispute between the LEA and MDCPS concerning the cost of transportation, the two entities must consider what is in the best interest of the student. If the disagreement continues, the cost will be divided equally between the LEA and MDCPS. The dispute shall be brought before the state appointed POCs (MDE and MDCPS).

Current transportation expenses shall remain in effect until a decision is rendered to maintain the student's status quo.

Funding Source for Transportation: In addition to state and local funds that may be available for providing transportation, certain federal funds may be available to cover additional transportation costs to the school of origin for students in foster care.

Districts may use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin. Additionally, Title IV-E funds which are earmarked for the child welfare training program was created as part of the Child Welfare and Adoption Assistance Act of 1980 (P.L. 96-272) to support training in both foster care and adoption services. These funds are provided through the Mississippi Department of Child Protection Services to aid with reasonable transportation costs that will enable foster care students to attend his or her school of origin. LEAs will need to consult with MDCPS regarding individual student's eligibility of Title IV-E child welfare funds. It is important to note that if a foster care student receives Title IV-E reimbursement, it is only available for the federal portion of transportation costs, LEAs are responsible for the non-federal portion. Cost-sharing to meet the match requirements for federal reimbursement is allowable, and is one way for LEAs and MDCPS to collaboratively meet their responsibilities for providing transportation and maximize use of available federal funds. The following will aid the LEA Multiple factors are utilized in determining reasonable transportation, including costs, distance, and duration. The MDCPS has sole authority in determining which cost to include in a child's foster care maintenance payment. These factors must be considered and part of the plan developed collaboratively between the LEA and local MDCPS. Furthermore, the Every Student Succeeds Act requires that districts must ensure that transportation is provided for a child in foster care, regardless of whether the district provides transportation otherwise. This requirement includes students in foster care who attend public preschools. If an LEA offers a public preschool education, an LEA must meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child's best interest. (See Elementary and Secondary Education Act Section 1111(g)(1)(E)). Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin. U.S. Departments of Education and Health and Human Services (2016), Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster

Flowchart


Foster Care Transportation Flowchart
Transportation Provisions:
Foster Care Students
The school representative (school counselor or principal) and the CPS representative will have a meeting to determine if it is in the best interest of the foster child to remain in their school of origin within our school district. The discussion would address the amount of time the student would travel on the bus one way. (We would not consider that it would be in the foster child's best interest to travel more than 30 minutes one way).
If it is determined that a foster care student should remain in their school of origin within JCSD, and transportation is needed, then the school representative will contact the Assistant Superintendent of Support to arrange transportation.
The Jackson County School District will transport a foster child upon completion of the Best Interest Determination Form (BID), and the Assistant Superintendent of Support will make arrangements with the transportation director to bus the foster care student, who is outside of our district, to their school of origin within our school district. The district will incur all transportation fees/costs.
Revised 7/17/2025

Appendices
BID – Best Interest Determination Form

BEST INTEREST DETERMINATION
FOSTER CARE SCHOOL PLACEMENT FORM

BID Timeframe

A BID must be completed every time a youth comes into care or there is a placement change while in care.
BID conferences/meetings with the school district POC must take place within five (5) business days of a child entering foster care or changing placement.
The youth shall not be withdrawn/enrolled until a BID is completed.

Student Information

Student Name: (first, middle, last)	**Grade:**	**Date of BID:**
Address/District of Residence:	**MSIS:**	**IEP Ruling** ☐**Yes** ☐**No**
School/District of Origin: (enter school name)		

Mississippi Department of Child Protection Services Information

Case Worker: _____	**COR:**	**Phone:** (___) ___-____
ASWS: _____		**Phone:** (___) ___-____

Determination

☐ The student shall remain in the district/school in which the child was enrolled at the time of placement (**school of origin**).
Name of School District/School: (enter school name)

☐ Based on the best interest determination, a change in school placement is recommended. In accordance with ESSA, the child will be enrolled in the district/school of current residence (**receiving school**).
Name of School District/School: (enter school name)

NOTE: *If a change in educational placement is necessary, enrollment in the new school must take place* ***immediately.*** *All educational records must be provided to the receiving school. * An IEP Placement meeting should be scheduled with the new school district's POC.*

BID Participants

Title	Participated	Printed Name	Signature	Agree with Determination
Student	☐Yes ☐No			☐Yes ☐No
Birth Parent(s) if applicable	☐Yes ☐No			☐Yes ☐No
MDCPS POC- Case Worker or Supervisor	☐Yes ☐No			☐Yes ☐No
Guardian Ad Litem	☐Yes ☐No			☐Yes ☐No
POC for School of Origin	☐Yes ☐No			☐Yes ☐No
POC for New School District (if applicable)	☐Yes ☐No			☐Yes ☐No
IEP Team Member (if applicable)	☐Yes ☐No			☐Yes ☐No
Foster Parent (If applicable)	☐Yes ☐No			☐Yes ☐No
Ed. Decision Maker (if applicable)	☐Yes ☐No			☐Yes ☐No
Other	☐Yes ☐No			☐Yes ☐No

Supporting Documentation

Indicate and attach any supporting documentation which was used in making this best interest determination interest. Send documentation to the receiving school district if applicable. (The following is checklist of sample documents that may be considered. The list is not intended to be exhaustive.)

- ☐Report cards
- ☐Progress reports
- ☐Achievement data (test scores)
- ☐Attendance data
- ☐E-mails or correspondence from individuals consulted
- ☐Disciplinary referrals
- ☐Health reports/records
- ☐IEP or 504 Plan**

A copy of the BID form must be sent to the receiving school district and BID@mdcps.ms.gov. When applicable, a copy of the BID form must be sent to the group home and/or treatment facility.

Special Education Decision Maker /Surrogate Parent Checklist

****Education Decision Maker/Surrogate Parent needed-** The local school district must appoint one if (Check all that apply)

- ☐ *Parental rights have been terminated.*
- ☐ *Biological/adoptive parent cannot be located or not attempting to act*
- ☐ *Foster parent/relative is not willing or able to serve as the education decision maker*
- ☐ *Child/Youth placed in congregate care or residential treatment facility **IF** the first two boxes are checked*

The Youth Court with jurisdiction of the child's case may appoint an Education Decision Maker/Surrogate parent.

_____is authorized to make special education decisions as an Education Decision Maker/Surrogate Parent under IEAS. See 34C.F.R.300.30(a)(3) and 34 C.F. R.300.519(c).

Transportation Plan

☐**A transportation plan is needed.** (Only check if needed)

Any child in foster care needing transportation to their school of origin must promptly receive transportation services, regardless of whether the district provides transportation otherwise. This requirement includes students in foster care who attend public pre-schools. The LEA must collaborate with the local MDCPS to develop and implement clear written transportation procedures in accordance with 20 U.S.C. § 6312(c)(5)(B) if the child remains in their school of origin but moves outside the school's attendance zone. The two entities must establish a system that expedites transportation for children placed in foster care. (MDE ESSA Guidance, December 2016)

BID Impasse

The COR Worker must forward the BID Packet to the MDCPS Education Unit if an impasse is reached between the LEA and MDCPS. The LEA POC must forward a copy to the MDE Compulsory School Attendance Unit if an impasse is reached.

Jackson County School District

Federal Funding PROCEDURAL MANUAL

SUPERINTENDENT

Mr. David Baggett

OFFICE OF FEDERAL PROGRAMS

Dr. Kimberly Williams	***Director of Student Services & Federal Programs***
Ms. Amber Geiser	***Business Manager***
Ms. Gwendolyn Stallworth	***Director of Special Education***
Ms. Julie Davis	***Special Education Coordinator***
Mrs. Leslie Tillman	***Federal Programs Coordinator***
Mrs. Miranda Brister	***EL Coordinator***
Mrs. Shelly Barnett	***Homeless Liaison/Foster Care Point of Contact***

JACKSON COUNTY SCHOOL DISTRICT STRATEGIC PLAN GOALS

1. **Increased student achievement**
2. **Sound Financial Management**
3. **Improved Facilities and Infrastructure**
4. **Positive Educational Experience**
5. **Effective Leadership**
6. **Decrease Safety Incidents**

Table of Contents

A. ACCOUNTING SYSTEMS AND FISCAL CONTROLS.

Section A-1

Section A-2

Section A-3

Section A-4

Section A-5

Section A-6

B. PERIOD OF AVAILABILITY AND CARRYOVER

Section B-1

C. AUDIT REQUIREMENTS

Section C-1

Section C-2

D. INTERNAL CONTROLS

Section D-1

Section D-2

Section D-3

E. RECORDS AND INFORMATION MANAGEMENT

Section E-1 - E-4

Section E-5

F. EQUIPMENT MANAGEMENT

Section F-1

Section F-2

Section F-3

Section F-4

Section F-5

Section F-6

Section F-7

Section F-8

G. PERSONNEL

Section G-1- G-3

Section G-4

H. PROCUREMENT

Section H-1

Section H-2

Section H-3

Section H-4

Section H-5

Section H-6

Section H-7

Section H-8

Section H-9

Section H-10

Section H-11

I. INDIRECT COST

Section I-1

Section I-2

J. BUDGETING AND ACTIVITIES

Section J-1

Section J-2

Section J-3

Section J-4

Section J-5

Section J-6

K. ALLOCATIONS

Section K-1

Section K-2

L. MAINTENANCE OF EFFORT (MOE)

Section L

M. COMPARABILITY

Section M-1

N. EQUITABLE SERVICES

Section N-1

Section N-2

SECTION N-3

SECTION N-4

O. DATA QUALITY

Section O-1 – O-4

P. GENERAL FISCAL REQUIREMENTS

Section P-1

Section P-2

Q. Title I, PART A

Section Q-1

Section Q-2

Section Q-3

R. Title II, PART A.

Section R-1

Section R-2

S. Title III, Part A, ENGLISH LANGUAGE ACQUISITION

Section S-1

Section S-2

T. TITLE IV, PART A

Section T-1

Section T-2

Section T-3

Section T-4

Section T-5

U. ESSA TRANSFERABILITY

Section U-1

AA. TITLE I, PART A: LEA-LEVEL RESERVATIONS AND ALLOCATIONS TO TITLE I SCHOOLS

Section AA-1

Section AA-2

Section AA-3

Section AA-4

Section AA-5

BB. TITLE I, PART A: GENERAL REQUIREMENTS 397

Section BB-1

Section BB-2

Section BB-3

Section BB-4

Section BB-5

Section BB-6

Section BB-7

Section BB-8

Section BB-9

Section BB-10

CC. TITLE I, PART A: GENERAL MCKINNEY-VENTO HOMELESS EDUCATION REQUIREMENTS

Section CC-1

Section CC-2

Section CC-3

Section CC-4

Section CC-5

Section CC-6

Section CC-7

Section CC-8

Section CC-9

Section CC-10

DD.TITLE I, PART A: FOSTER CARE

Section DD-1

Section DD-2

Section DD-3

EE. TITLE I, PART A: EARLY CHILDHOOD.

Section EE-1 thru EE-3

FF. TITLE I, PART A: PARENT AND FAMILY ENGAGEMENT/PARENTAL NOTIFICATIONS.

Section FF-1

Section FF-2

Section FF-3

Section FF-4

Section FF-5

Section FF-6

Section FF-7

Section FF-8

Section FF-9

Section FF-10

Section FF-11

Section FF-12

Section FF-13

GG. TITLE I, PART A: SCHOOLWIDE PROGRAMS

Section GG-1

Section GG-2

Section GG-3

HH. TITLE I, PART A: TARGETED ASSISTANCE PROGRAMS

Section HH-1 & HH-2

JJ. EQUITABLE SERVICES

Section JJ-1

Section JJ-2

SectionJJ-3-JJ-6

SectionJJ-7

KK. TITLE I, PART A: SERVICES FOR NEGLECTED CHILDREN (MANDATORY NEGLECTED SET- ASIDE)

Section KK-1 thru KK-3

LL. TITLE I, PART D, SUBPART 2: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

Section LL-1 thru LL-9

MM. TITLE II PART A: SUPPORTING EFFECTIVE INSTRUCTION

Section MM-1

Section MM-2

Section MM-3

Section MM-4

Section MM-5

Section MM-6

NN. ENGLISH LEARNER (EL) PROGRAM AND TITLE III (LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS & IMMIGRANT STUDENTS)

Section NN-1

Section NN-2

Section NN-3

Section NN-4

Section NN-5

Section NN-6

Section NN-7

Section NN-8

Section NN-9

Section NN-10

Section NN-11

Section NN-12

Section NN-13

Section NN-14

OO. TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Section OO-1

Section OO-2

Section OO-3

Section OO-4

PP. TITLE IV, PART B: 21st Century Community Learning Centers.

Section PP-1 thru PP-32

QQ. TITLE V, PART B, SUBPART 2: RURAL EDUCATION INITIATIVE

Section QQ-1 thru QQ-2

RR. TITLE IX, PART A - SUBGRANTEES ONLY MCKINNEY-VENTO ACT SEC. 723

Section RR-1 thru RR-2

A. ACCOUNTING SYSTEMS AND FISCAL CONTROLS

Section A-1

FISCAL CONTROLS: ALLOWABLE COST

Jackson County School District Policy DFC

FEDERAL AID

ISSUE DATE: 5-18-1988 REVISED DATE: 6-9-2025

The Jackson County School District (JCSD) strives to provide the best educational opportunities possible for the children in the district by seeking as many sources of revenue as possible to supplement the funds provided by local taxation and the basic aid program offered by the state.

Therefore, the district shall participate in federal financial assistance programs which provide direct educational and auxiliary services or opportunities to students enrolled in the school. The following procedures shall be employed when administering federal programs:

1. Federal funds will not be used for partisan political activity of any kind by any person or organization involved in the administration of federal-assisted programs. Prohibited expenditures shall include but not limited to the purchase of partisan political materials, contributions to any candidate for public office, and use of school property, equipment or employees in support of a candidate(s).
2. No person shall, on the grounds of race, sex, color, national origin, age, religion or disability, be excluded from participation in or be subjected to discrimination in any program or activity funded, in whole or in part, by federal funds.
3. The local school district may use federal funds so restricted (i.e. - Title I, Title 1003a) only to supplement and to the extent practical, increase the level of non federal funds that would, in the absence of federal funds, be made available for the education of pupils participating. In order to assure equitable distribution of funds, the school district will not use federal funds so restricted to provide services to students that the district is required to furnish.
4. A school district management system will require that federal draws be made to minimize the time elapsed between the transfer of funds from the Mississippi Department of Education (MDE) and the disbursement of funds by the local school district.
5. The school district will observe all applicable state and federal laws and guidelines regarding receipts, expenditures, accounting and reports for materials and equipment received from federal funds
6. The school district will follow all applicable federal guidelines in determining services that are allowed and will adhere to all restrictions in the approved project applications.

7. The combined fiscal effort per student or the aggregate expenditures of the district from state and local funds for free public education for the school year will be at least ninety (90) percent of the combined fiscal effort per student or aggregate expenditures for the preceding year, unless specifically waived by the state.

8. Title I, P.L. 94-142, P.L. 99-457, and P.L. 89-313 funds will be used to provide programs which, taken as a whole, are at least comparable to services being provided in areas not receiving Title I funds.

9. The Title I project will be based on an annual assessment of educational needs.

10. Parental involvement and support will be encouraged and implemented as required by federal guidelines in all federal programs. Parents/guardians will be asked to participate in and will be kept abreast of their child's instructional progress in all federal programs.

11. The District will enter all approved MDE Title budgets and budget amendments into its accounting software as required by MDE to ensure alignment and tracking of federal funds approved by MDE.

12. The District will ensure all Title budgets and expenditures for all federal programs are: allocable, reasonable and necessary, meets program intent and purposes, align with approved application and amendments on file at MDE, and obligated and liquidated in accordance with the approved plan within the approved grant period according with federal and state law.

13. The District will adhere to all guidelines prescribed in OMB Circular A-87, Appendix B.8.h regarding compensation for personal services which states, "Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification.

These certifications will be prepared at least monthly and/or semi-annually and will be signed by the employee and supervisory official having first-hand knowledge of the work performed by the employee.

Legal Reference: Mississippi Code Section 37-7-301

References: Improving America's School Act; P.L. 94-142, P.L. 99-457, P.L. 89- 313; Accreditation Requirements of the State Board of Education, Bulletin 171, (1997) OMB Circular A-87, Federal Administration section of 34 CFR 80.20(b)(4) and 80.30; OMB Circular A-87, Appendix B.8.h

PROGRAM ALLOWABILITY

All costs charged to federal programs must be allowable in accordance with the Subpart E-Cost Principles. Prior to the purchase of any equipment, supplies, or the expenditure of any funds charged to federal programs, the Federal Programs Director must approve the expenditure through the school district's financial software prior to the purchase. In addition, all costs charged to the program must be: (1) necessary, reasonable and allocable, (2) conform with the federal law and all federal program terms, (3) be consistent with state and local policies, (4) must be consistently treated the same, (5) must be in accordance with General Accounting A Procedures (GAAP), (6) adequately documented, (7) not included in the match, and (8) must consider both cost reductions and cash refunds in any applicable credits (as indicated in § 200.406). All program purchases must be clearly aligned to the provision of the federal program in question.

As the final approving agent for the expenditure of all federal program funds, the Federal Programs Director must authorize all purchases as outlined in the district's purchasing procedures in advance of all purchases. Program guidelines prohibit the use of federal program funds to: provide incentives to participants, supplant other local, state, or federal initiatives, purchase foods, provide services outside of the scope of the program's intended purpose, or purchase other materials or services that are strictly forbidden by federal or state guidelines.

The Federal Programs Director reviews each federal program expenditure to ensure that all expenditures are necessary, reasonable, and allowable (and have supporting documentation to support such) and then provides approval only for those activities as outlined in the federal award plan.

TITLE I, Part A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

TITLE I, Part A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Guidance on Allowable and Unallowable Expenditures

Below is a general overview of allowable and unallowable activities to support Title I, Part A program planning activities.

Allowable Expenditures	Unallowable Expenditures
• **Academic Support for At Risk Students (AIS, RTI, counseling, credit recovery, etc.):** o Certified teachers and teaching assistants o Guidance counselors, social workers and other professionals providing supplemental services o Proportional benefits for Title I salaries o Equitable services for private school students o Pre-K, summer and extended day programs o Transportation for Title I extended day and summer programs if not otherwise available • **Support Staff for Title I Programs:** o Teacher Aides (non-instructional services) o Data management staff for Title I only o Secretary and/or clerks for Title I only o Title I Coordinators and administrators o Stipends for principals outside contract hours o Nurses for summer and extended day Title I programs • **Title I program supplies and materials:** o Supplemental instructional materials o Computer aided instruction software for AIS o Diagnostic and progress monitoring materials o Title I data management software o Nutritional snacks for Title I students during extended day and summer programs o Technology to upgrade the educational program of a SWP • **Title I Parent and Family Engagement:** o Parent Liaison or Coordinator o Consultants o Stipends for staff to plan for or participate in Title I activities outside contract hours o Costs for activities including materials, transportation, childcare, and light refreshments • **Professional Development aligned with Title I:** o Stipends and/or substitutes for staff o Educational Consultants o Reasonable supplies and materials for PD	• **Core instruction or mandated services:** o Teachers providing core instruction o Base pay for principals (contract hours) o Superintendents and Deputies with districtwide responsibilities o Special Education services (OT, PT, Speech) o Part 154 services for English Learners o Mandated guidance counselors, social workers, nurses, etc. o Direct reimbursements to private schools. o Costs for standardized screening to determine student eligibility for AIS o Cost for administering, scoring and reporting results for mandated state assessments • **Supplies and materials:** o Food and refreshments for staff activities, including working lunches o Costs for basic reading series or materials for core instruction o Promotional items, such as T-shirts, caps, tote bags, imprinted pens, and key chains o Door prizes, movie tickets, gift certificates, pass to amusement parks, etc. o Ceremonies, banquets, or celebrations • **Professional Development:** o PD that is stand-alone, 1-day, or short-term workshops not aligned to a schoolwide plan or school improvement initiative

Allowable Expenditures	Unallowable Expenditures

• Conference costs that meet state and federal guidelines https://www2.ed.gov/policy/fund/guid/uniform-guidance/faqs-grantee-conferences.doc
• **Other**
  ○ Field trips aligned with academic content or to access humanities experiences
  ○ Costs for Concurrent or Dual Enrollment Programs (tuition, fees, books and instructional materials)
  ○ Advanced humanities courses
	• **Other:**
	  ○ Field trips for entertainment or recreational purposes only
	  ○ Construction, Remodeling, or Renovation
	  ○ Costs that do not meet federal Supplement/Not Supplant guidelines

Use of Funds in Targeted Assistance and Schoolwide Plan Schools

Targeted Assistance Schools

Title I-A funds may only be used to meet the needs of children identified as being in the greatest need of services. Students must be selected using multiple, educationally-related, objective criteria. In a targeted assistance program, all costs must be supplemental and limited to services for eligible students.

Schoolwide Schools

Title I-A funds are used to upgrade the entire educational program in a school and, all students may benefit from the use of Title I-A funds. Activities must be part of the schoolwide plan and support an identified academic need through the school's comprehensive needs assessment. In addition to supplemental services, schoolwide schools may provide elective courses to prepare or support low-achieving students to take advanced courses, preschool enrichment programs, and programs to improve outcomes for students with disabilities and English learners. For more information see the federal guidance regarding use of funds in a Schoolwide Program: https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf

Required Title I Reserves

Homeless Reserve

All LEAs that receive Title I Part A funds must reserve funds for services for homeless students. LEAs should conduct a needs assessment to determine the reserve amount and clearly show these funds in the Title I budget.

Parent and Family Engagement Reserve (Formerly Parent Involvement)

LEAs with Title I allocations greater than $500,000 must reserve an amount equal to 1% of the Title I, Part A allocation and allocate 90% of those funds to Title I schools for Parent and Family Engagement activities. These funds must be clearly identified in the Title I budget.

For additional assistance on allowable and unallowable Title I A costs districts may contact the Mississippi Department of Education Director of Federal Programs 601-359-3499

Section A-2

Jackson County School Policy DJEA

PURCHASING AUTHORITY

ISSUE DATE: 12-10-2007 REVISED DATE: 7-14-2025

"Purchasing agent" shall mean superintendent. Pursuant to the authority granted by Section 37- 39-15, Mississippi Code 1972 as amended, this school board hereby designates other individuals as "purchasing agents" subject to the limitations set forth below.

1. In addition to the superintendent, the school board hereby designates the Business Manager as "purchasing agent" with general authority to negotiate for and purchase the commodities and services necessary for the operation of the school district, within the limits of budget categories and purchasing law.

The purchasing agents of this school board, before entering upon their official duties in such capacity, shall furnish a good and sufficient surety bond in the penal sum of Fifty Thousand Dollars ($50,000.00). Section 37-39-21 (1987)

GENERAL AUTHORITY

All agencies and governing authorities shall purchase their commodities and printing; contract for fire insurance, automobile insurance, casualty insurance (other than workers' compensation) and liability insurance; contract for garbage collection or disposal; contract for sewage collection or disposal; and contract for public construction as provided by law. Section 31-7-13 (For purchase of commodities, see Section 31-7-12.)

1. $5,000.00 or Less purchases which do not involve an expenditure of more than Five Thousand Dollars $5,000.00, exclusive of freight or shipping charges, may be made without advertising or otherwise requesting competitive bids. Provided, however, that nothing contained in this paragraph shall be construed to prohibit any agency or governing authority from establishing procedures which require competitive bids on purchases of Five Thousand Dollars ($5,000.00) or less. Section 31-7-13 (a)

2. Purchases Over $5,000.00 but Not Over $75,000.00 See Section 31-7-13 (b)

3. Purchases Over $75,000.00 See Section 31-7-13(c)

4. Lowest and Best Bid Decision Procedure See Section 31-7-13 (d)

The results of all competitive bid openings shall be tabulated and presented to the school board at its next regular or special meeting.

5. All federal purchases of goods (commodities) between $5,001 to $75,000 and services between $10,001 to $250,000 must have two (2) price quotes from qualified sources. Any federal services over $250,000 will need to follow the competitive bidding process outlined in the Uniform Administrative Requirement (2 CFR 200.320(c)-(d))

6. Federal purchases cannot be done through sole source providers unless:

a. Emergency not permitting delay

b. Awarding agency expressly authorizes noncompetitive proposals.

c. After solicitation of number of sources, competition is determined inadequate (must document vendors contacted and result)

Procedure

All expenditures charged to federal programs must be allowable in accordance with Subpart E- Cost Principles. The written JCSD Federal Programs Purchasing Procedures must be followed for all federal program expenditures. The federal programs department will check the expenditure for allow-ability. The final approving agent for all federal programs expenditures is the Director of Federal Programs.

Jackson County School Policy DJEG
PURCHASE ORDERS AND CONTRACTS
ISSUE DATE: 6-19-2000 REVISED DATE: 7-14-2025

One of the most important aspects of control over expenditures is an efficient and effective system of purchasing. The purchasing system of the Jackson County School District includes purchase requisitions and purchase orders.

1. Purchase requisitions are documents filled out by requesting departments/divisions/schools or teachers requesting that the purchasing department buy the items requested. A requisition is the device by which management realizes that there is a need for materials.

2. Purchase orders are documents issued by the school district to vendors ordering the items requested by departments/divisions/schools or teachers. A purchase order is the device by which management places an order. Accepting a purchase order by a vendor affects a legally binding contract. The purchase order gives the vendor authority to ship the required items and binds the district for payment.

3. The District will refrain from awarding grants or subgrants when conflicts of interests exist. Education Department of General Administrative Regulations (EDGAR) defines a "conflict of interest" as arising when any of the following has a financial or other interest in the firm selected for award:

a. The employee, officer, or agent

b. Any member of that person's immediate family

c. That person's business partner

d. An organization on which employs, or is about to employ, any of the above or has a financial or other interest in the firm selected for award.

Employees of the District are not permitted to solicit or accept gratuities, favors, or anything of monetary value for personal gain from contractors, potential contractors, or subcontractors. Violations of this policy may result in disciplinary action and/or legal ramifications.

Using the documents above, the purchasing process will work as follows:

1. Purchase requisitions are to be prepared by school district personnel whenever there is a request for materials. All requisitions require approval by the principal of the school or director of the department. Once approved, this requisition will be forwarded to the Business office.

2. When a properly prepared and approved requisition is received by the Business office, it will be reviewed to ensure that the requisition is in compliance with public purchasing law requirements.

3. Once the public purchasing law requirements are fulfilled, a purchase order will be issued, the issuance of which is official notice to the vendor that the order should be filled.

4. When ordered materials are received, the vendor's invoice shall be signed by the person receiving the material and returned to the Business office.

5. Prior to paying any claim, the accounts payable clerk will match the following documents:

    a. Purchase requisitions

    b. Purchase order

    c. Vendor invoice

All purchase orders shall be pre-numbered and controlled. Requisitions do not require prenumbering.

A purchase order log shall be maintained by purchase order number. This log will allow for follow-up on unfilled orders, as well as allowing for the school district to determine the dollar value of outstanding purchase orders. The purchase order log shall, at a minimum, contain the following information: purchase order number, date issued, vendor name, description and amount.

Open purchase orders to vendors are acceptable if items have been bid and the bids properly accepted by the school board in their official minutes. Open purchase orders to vendors are only good for the duration of the bid and no bid shall exceed two fiscal years. This bid should be for a period, established by the school board, to ensure budgetary control over the purchase of such commodities.

Jackson County School Policy DJEJ

PAYMENT PROCEDURES

ISSUE DATE: 04-21-2022 REVISED DATE: 7-14-2025

In addition to prepayments laid out in Policy DK—Student Activities Fund Management and Policy DJDAA—Travel Reimbursements, the Superintendent and School Business Manager and/or designee are authorized to release payment warrants to vendors prior to school board approval under the following circumstances:

1. Payments on contractual obligations approved by the board if the contract includes specific

deposit/payment/invoice terms

2. Public utility bills

3. Postage up to $500 per school or department

4. Fuel reimbursements up to $250 per employee when using a school vehicle

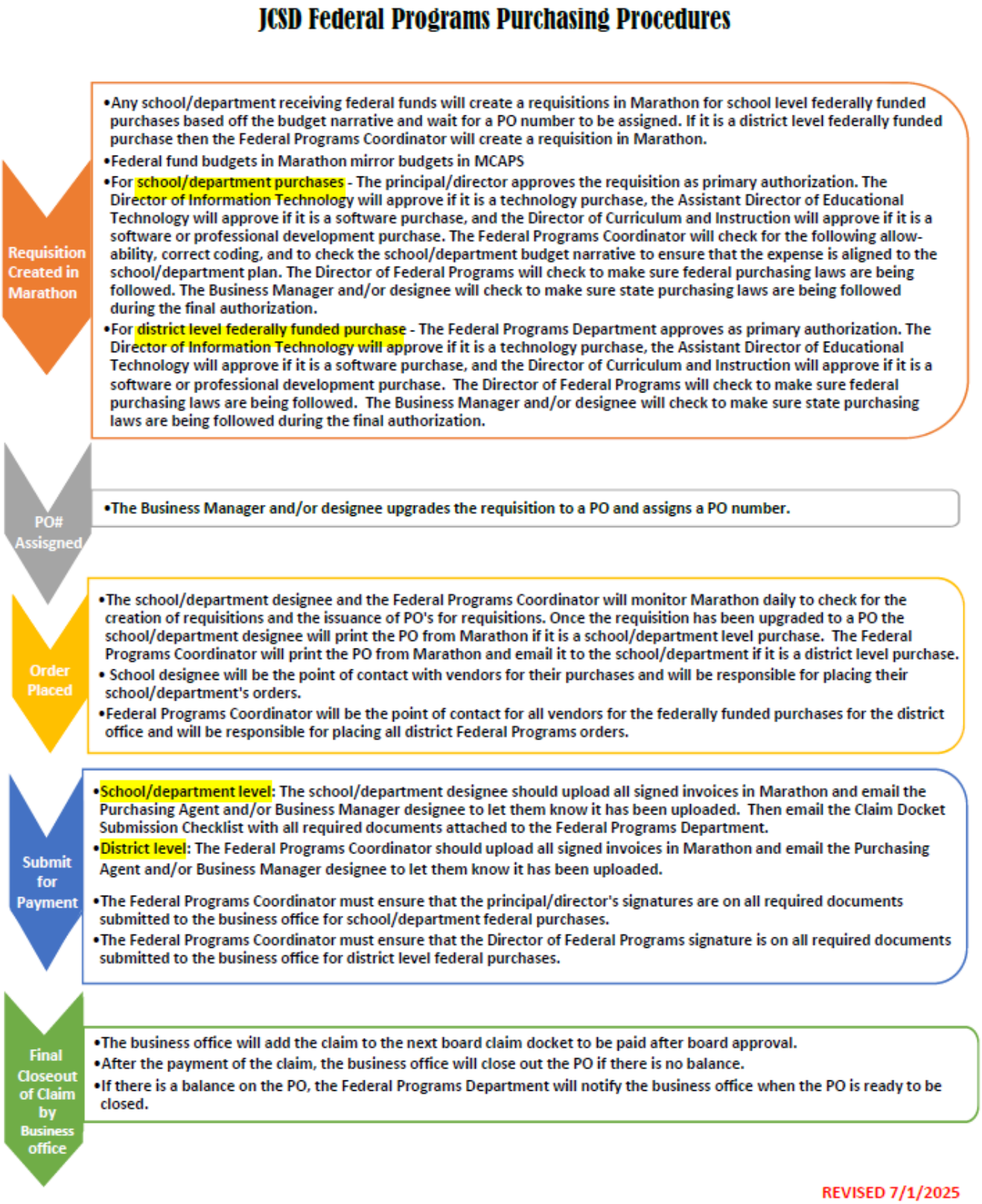
5. Grant fund expenses that require payment in order to meet liquidation deadlines, not to exceed approved grant amounts, and only after goods have been delivered or services have been rendered

6. Instances where the period between verification of invoice and the next board meeting is greater than 45 days {MS 31-7-305(2)}

7. Vehicle title and tag fees

The Superintendent and Business Manager should use discretion with the goal to limit the number of prepayments each month. Discretion should consider whether proper planning was performed, whether the circumstances were unexpected and/or outside of the district's control, and ramifications if prepayment is not made. All prepayments will be ratified by the school board at the next regularly scheduled meeting.

See the JCSD Federal Programs Purchasing Procedures below:



TITLE I, Part A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Guidance on Allowable and Unallowable Expenditures

Below is a general overview of allowable and unallowable activities to support Title I, Part A program planning activities.

Allowable Expenditures	Unallowable Expenditures
• **Academic Support for At Risk Students (AIS, RTI, counseling, credit recovery, etc.):** o Certified teachers and teaching assistants o Guidance counselors, social workers and other professionals providing supplemental services o Proportional benefits for Title I salaries o Equitable services for private school students o Pre-K, summer and extended day programs o Transportation for Title I extended day and summer programs if not otherwise available • **Support Staff for Title I Programs:** o Teacher Aides (non-instructional services) o Data management staff for Title I only o Secretary and/or clerks for Title I only o Title I Coordinators and administrators o Stipends for principals outside contract hours o Nurses for summer and extended day Title I programs	• **Core instruction or mandated services:** o Teachers providing core instruction o Base pay for principals (contract hours) o Superintendents and Deputies with districtwide responsibilities o Special Education services (OT, PT, Speech) o Part 154 services for English Learners o Mandated guidance counselors, social workers, nurses, etc. o Direct reimbursements to private schools. o Costs for standardized screening to determine student eligibility for AIS o Cost for administering, scoring and reporting results for mandated state assessments
• **Title I program supplies and materials:** o Supplemental instructional materials o Computer aided instruction software for AIS o Diagnostic and progress monitoring materials o Title I data management software o Nutritional snacks for Title I students during extended day and summer programs o Technology to upgrade the educational program of a SWP • **Title I Parent and Family Engagement:** o Parent Liaison or Coordinator o Consultants o Stipends for staff to plan for or participate in Title I activities outside contract hours o Costs for activities including materials, transportation, childcare, and light refreshments	• **Supplies and materials:** o Food and refreshments for staff activities, including working lunches o Costs for basic reading series or materials for core instruction o Promotional items, such as T-shirts, caps, tote bags, imprinted pens, and key chains o Door prizes, movie tickets, gift certificates, pass to amusement parks, etc. o Ceremonies, banquets, or celebrations
• **Professional Development aligned with Title I:** o Stipends and/or substitutes for staff o Educational Consultants o Reasonable supplies and materials for PD	• **Professional Development:** o PD that is stand-alone, 1-day, or short-term workshops not aligned to a schoolwide plan or school improvement initiative

Allowable Expenditures	Unallowable Expenditures

• Conference costs that meet state and federal guidelines https://www2.ed.gov/policy/fund/guid/uniform-guidance/faqs-grantee-conferences.doc
• **Other**
  ○ Field trips aligned with academic content or to access humanities experiences
  ○ Costs for Concurrent or Dual Enrollment Programs (tuition, fees, books and instructional materials)
  ○ Advanced humanities courses
	• **Other:**
	  ○ Field trips for entertainment or recreational purposes only
	  ○ Construction, Remodeling, or Renovation
	  ○ Costs that do not meet federal Supplement/Not Supplant guidelines

Use of Funds in Targeted Assistance and Schoolwide Plan Schools

Targeted Assistance Schools

Title I-A funds may only be used to meet the needs of children identified as being in the greatest need of services. Students must be selected using multiple, educationally-related, objective criteria. In a targeted assistance program, all costs must be supplemental and limited to services for eligible students.

Schoolwide Schools

Title I-A funds are used to upgrade the entire educational program in a school and, all students may benefit from the use of Title I-A funds. Activities must be part of the schoolwide plan and support an identified academic need through the school's comprehensive needs assessment. In addition to supplemental services, schoolwide schools may provide elective courses to prepare or support low-achieving students to take advanced courses, preschool enrichment programs, and programs to improve outcomes for students with disabilities and English learners. For more information see the federal guidance regarding use of funds in a Schoolwide Program: https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf

Required Title I Reserves

Homeless Reserve

All LEAs that receive Title I Part A funds must reserve funds for services for homeless students. LEAs should conduct a needs assessment to determine the reserve amount and clearly show these funds in the Title I budget.

Parent and Family Engagement Reserve (Formerly Parent Involvement)

LEAs with Title I allocations greater than $500,000 must reserve an amount equal to 1% of the Title I, Part A allocation and allocate 90% of those funds to Title I schools for Parent and Family Engagement activities. These funds must be clearly identified in the Title I budget.

For additional assistance on allowable and unallowable Title I A costs districts may contact the Mississippi Department of Education Director of Federal Programs 601-359-3499

Section A-3

Fiscal Controls: Accounts Management

Limit Access to Accounting System

The Jackson County School District (JCSD) utilizes a complete financial accounting software that includes the following modules: General Ledger, Accounts Payable, Capital Assets, Payroll, Marathon Administration, Remote Link, Remote Link Administration, and Human Resources. The Business Manager and/or designee of the JCSD is the sole software administrator that has the ability to set up users, assign activity rights, and assign access to federal program funds to these users.

Users must be employees of the JCSD to be added as a user in the financial accounting software. Each new hire, transfer within district, or termination is reviewed by the Business Manager and/or designee to determine if a new user needs to be created or an existing user needs modified or disabled.

Segregate Duties within Accounting System

Each user may be assigned to one or more modules and assigned to view or edit rights in each module. Only the Purchasing Agent and Staff Accountant in the Business Office have edit rights in the Accounts Payable and Capital Assets modules. Only the Payroll Agent in the Business Office have edit rights in the Payroll module. Only the Human Resources Staff have edit rights in the Human Resources module. Only the Business Manager and Assistant Business Manager have edit rights in the Marathon Administration module and in the General Ledger module.

No other positions within the district have edit rights in the Accounts Payable, Capital Assets, Payroll, General Ledger, Human Resources, or Marathon Administration modules. No users from the Federal Programs Department have the edit rights in these modules.

Many users have view only rights to the General Ledger, Accounts Payable, Capital Assets, and Payroll. There are two users from the Federal Programs Department that have view only rights to these modules the Director of Federal Programs and the Federal Programs Coordinator.

The Remote Link module is used by users outside of the Business Office including all school campuses and departments. This module is where users can make requests for purchases, employee time, employee leave, asset transfers, asset discards, and budget amendments. These requests are approved at the school/department by the supervisor within Remote Link and then at least one more secondary level described below in the Remote Link Administration module. There are two users from the Federal Programs Department that have view only rights to these modules the Director of Federal Programs and the Federal Programs Coordinator.

The Remote Link Administration module is used by District Administrators to provide secondary approval of requests mentioned above. The secondary approval process is determined by assigned locations and/or assigned funds that they control. The JCSD has up to 8 approval

levels depending on location and fund source. There are two users from the Federal Programs Department that have access to Remote Link Administration the Director of Federal Programs and the Federal Programs Coordinator.

Protect Against Unauthorized Obligations of Federal Funds

Schools/locations in the financial accounting software determine the line items that users of those location have access to. Each line item of the federal grant application is assigned to only one unique school/location within the financial accounting software. Only that school/location has the ability to make purchase requests using those federally funded line items. Purchases using federal funds at the school level can only be done if all the following steps are followed in the financial accounting software.

1. A purchase request is done by a school user in Remote Link using a federal fund line item.

2. The purchase request is approved by the school supervisor in Remote Link.

3. If the purchase is being made using a technology tagged line item then the Director of Information Technology approves the purchase request in Remote Link Administration.

4. If the purchase is software then the Assistant Director of Educational Technology approves the purchase request in Remote Link Administration.

5. If the purchase is software or professional development then the Director of Curriculum and Instruction approves the request in Remote Link Administration.

6. The purchase request is approved by the Federal Programs Coordinator in Remote Link Administration.

7. The purchase request is approved by the Director of Federal Programs in Remote Link Administration.

8. The purchase request is approved by the Business Manager and/or designee in Remote Link Administration.

Section A-4

Prevent Over-obligation of Federal Funds

The JCSD has controls in place via its financial accounting software to protect against over-obligation of federal funds. Once the district receives approval of its federal grant application, the approved budget is loaded into the financial accounting system (FAS) manually such that the approved budget matches the FAS budget line item by line item. In addition, JCSD keeps a separate fund for each grant type and year so that expenses and carryover can be monitored across multiple years.

Purchase requests can only be made in Remote Link if there is an available budget in that line item. The financial accounting software will not allow purchases for line items if the

purchase would put the balance in the budget at less than $0. The available budget for each line item is calculated by the software by starting with the approved federal grant budget, subtracting invoices paid to date, subtracting open purchase orders, and subtracting open purchase requests. The financial accounting software also has the ability to warn or not allow payments to be made if there is not enough budget for that line item to make a claim against that line item.

Prevent Duplicate Payments

Claim requests can only be made after submitting a unique PO, a unique invoice, and a signed receiving document. The financial accounting software will not allow an invoice number to be used more than once Fiscal Controls: Account Maintenance

Section A-5

Periodically Review Accounts

The Director of Federal Programs and the Federal Programs Coordinator reviews federal grant purchases on a daily basis to make sure expenses are in the grant plan and charged against the appropriate grant and fiscal year. They will also review federal grant payroll expenses on a monthly basis to make sure expenses are in the grant plan and charged against the appropriate grant and fiscal year. Lastly, the Federal Programs Department will collaborate with the Business Office to perform and document monthly reconciliation of federal grant general ledger accounts and uses this reconciliation to prepare requests for reimbursement by general ledger line item from each federal grant awarded to the JCSD.

Procedure

The Business Manager and/or designee and the Director of Federal Programs will determine who documents monthly reconciliation of federal grant general ledger accounts and uses this reconciliation to prepare requests for reimbursement by general ledger line item from each federal grant awarded to the JCSD.

The Director of Federal Programs and the Federal Programs Coordinator will prepare fiscal snapshots for all grants on a monthly basis for Administration/Principal Meetings after ensuring that all transactions (including refunds and recoded transactions) have been accurately and properly recorded after all monthly Board meetings.

Section A-6

Budget with Approved Funding Application

Per **Jackson County School District (JCSD Policy DFC #11** "The District will enter all approved MDE Title budgets and budget amendments into its accounting software as required by MDE to

ensure alignment and tracking of federal funds approved by MDE."

Once the JCSD receives approval of its federal grant application the approved amounts are loaded into the financial accounting software by the Business Manager and/or designee. The Business Manager and/or designee obtains the approved application from the Mississippi Grant Information System and enters that approved grant application line item by line item into JCSD's financial accounting software. After all grant budgets have been entered, the Business Manager and/or designee will meet with the Director of Federal Programs to review each line item entered. In addition, JCSD keeps a separate fund for each grant application so that expenses and carryover can be monitored across multiple fiscal years. After the conclusion of the first year of the grant the unspent amount is carried over to the next fiscal year and entered as the beginning budget balance.

Procedure

The Director of Federal Programs and the Business Manager and/or designee will meet periodically to implement the procedures listed below:

1. When federal grant applications are approved, both parties will ensure that all funds outlined in MCAPS are accurately reflected in the JCSD accounting system: Marathon.
2. Budgets will be entered into Marathon by the Business Manager and/or designee and a meeting will be scheduled to review and compare the MCAPS funding application (line items) with the Marathon budget report to ensure alignment.
3. Ensure that a separate fund for each grant application is kept in Marathon, so that expenses and carryover can be monitored across multiple fiscal years.
4. After the conclusion of the first year of the grant, the unspent amount is carried over to the next fiscal year and entered as the beginning budget balance into Marathon.

B. PERIOD OF AVAILABILITY AND CARRYOVER

Section B-1

Carryover Procedures

Jackson County School District (JCSD) is permitted to carry over federal funds not expended within the fiscal year awarded to the next fiscal year. While the law permits JCSD to carry over funds for the full 27-month period of availability, JCSD is expected to expend the fiscal year allocation within that fiscal year, (i.e., the first 15 months). An approved original budget is required before carryover funds can be applied. The table below provides carryover procedures and requirements for each federal program. (CFR §76.709-710; Sec. 412(b) of the General Education Provisions Act (GEPA), 20 U.S.C. 1225(b).)

Program	Carryover Procedures
Title I, Part A - Improving the Academic Achievement of the Disadvantaged	Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by Every Student Succeeds Act (ESSA) permits JCSD to carry over Title I funds not expended within the fiscal year awarded to the next fiscal year (Sec 1127). While the law permits JCSD to carry over funds, JCSD is encouraged to expand the fiscal year allocation within that fiscal year. The law specifies requirements for the expenditure of carryover funds exceeding the 15-percent carryover limitation. However, the waiver process allows JCSD to request waivers from the Mississippi Department of Education (MDE) once every three years when the JCSD fails to expend at least 85-percent of the allocated funds within the fiscal year.
Title I, Part A – School Improvement 1003(a)	SIG 1003(a) does not provide for carryover of unused funds.
Title II, Part A – Supporting Effective Instruction	ESSA permits JCSD to carryover 100% of Title II, Part A funds. Unless there are extenuating circumstances, funds set aside for equitable services must be expended in the year in which they are allocated.
Title IV, Part A – Student Support and Academic Enrichment	JCSD may obligate Title IV, Part A funds during the federal fiscal year for which the funds were appropriated and during the succeeding federal fiscal year for a total period of 27 months of availability. When funds are carried over, JCSD must ensure that they have a process and internal controls in place to track unspent funds from the prior year in addition to the current year fund requirements and be able to show how total funds were spent according to the Title IV, A focus area. While there are no restrictions for the carryover of Title IV, Part A funds, JCSD with carryover funds more than 25-percent of their allocation may be monitored and/or provided technical assistance to address the excessive carryover amounts.

ESSA made no changes to the Title I carryover rules, with one exception: funds for equitable services to nonpublic school students. ESSA states that funds allocated to JCSD for educational services and other benefits to eligible private school children must be obligated in the first fiscal year for which the funds are received by the JCSD. (See ESSA Section 1117(a)(4)(B).) Accordingly, these funds may not be carried over.

The Federal Programs Department will monitor federal fund expenditures during the school year to minimize the amount of funds carried forward.

The future goal through the first 15 months, the generally anticipated rate of draw for JCSD running full year federal program funded supports and services are as follows:

October 31st	up to 27% funds used		April 30th	up to 67% funds used
November 30th	up to 33% funds used		May 31st	up to 73% funds used
December 31st	up to 40% funds used		June 30th	up to 80% funds used
January 31st	up to 47% funds used		July 31st	up to 87% funds used
February 28th	up to 53% funds used		August 31st	up to 93% funds used
March 31st	up to 60% funds used		September 30th	100% funds used

At the completion of the first 15 months, the Mississippi Department of Education (MDE) permits JCSD to carryover allowable unused funds to the JCSD for continued use during the remainder of the 27-month period of availability. MDE will monitor to ensure that the JCSD is drawing down these older funds prior to accessing newer funds.

JCSD uses a separate unique fund number for each grant year application to monitor spending from one fiscal year to the next. The fund does not change from one fiscal year to the next.

Procedure

The Federal Programs Department will implement the procedures listed below:

1. Using the chart above as a guide/gauge, monthly snapshots will be prepared and uploaded to Title1Crate and distributed to all principals and directors if applicable.
2. Review all requisitions and instruct administrators to utilize carryover funds when applicable. Communication will be via written email or phone call.
3. Budgets will be entered into Marathon by the Business Manager and/or designee and a meeting will be scheduled with the Director of Federal Programs to review and compare the MCAPS funding application (line items) with the Marathon budget report to ensure alignment.
4. Will ensure that a separate fund for each grant application is kept in Marathon, so that expenses and carryover can be monitored across multiple fiscal years.
5. Will make sure that the unspent amount is carried over to the next fiscal year and entered as the beginning budget balance into Marathon.

C. AUDIT REQUIREMENTS

Section C-1

AUDIT RESOLUTION

CONTACT PERSON RESPONSIBLE FOR CORRECTIVE ACTION PLAN

Dr. Kimberly Williams, Director of Federal Programs
Ms. Amber Geiser, Business Manager
P.O. Box 5069
Vancleave, MS 39565
Phone Number (228) 283-3000

Section C-2

CORRECTIVE ACTION PLAN

The Director of Federal Programs and the Federal Programs Coordinator (herein referred to as the Federal Programs Department) will ensure that all federal grant expenditures match with the approved Mississippi Grant Information System budget and will balance the funds on a monthly basis. The annual Federal Consolidated application will be done timely.

The Business Office will support the Federal Programs Department with all adjusting journal entries. Fund drawdowns will not be done until collaboration between the Business Manager and/or designee and the Federal Programs Department has taken place.

Improvements regarding effective communication between the Business Office and the Federal Programs Department will occur and ensure both are abreast of any changes being made to the federal programs plan.

D. INTERNAL CONTROLS

Section D-1

Control Environment

Jackson County School Policy GAA
PROFESSIONAL EDUCATOR CODE OF CONDUCT
ISSUE DATE: 9-12-2011 REVISED DATE: 2-10-2025
PROFESSIONAL EDUCATOR CODE OF ETHICS AND STANDARDS OF CONDUCT

All professional educators in the school district shall comply with the Mississippi Professional Educator Code of Ethics and Standards of Conduct as outlined in Mississippi Department of Education policy Rules 14.10 and 14.17.

The superintendent or his or her designee shall establish procedures to assure that all school district employees comply with this policy. The procedures shall include, but are not limited to:

Providing all licensed employees with a copy of the *Mississippi Educator Code of Ethics and Standards of Conduct:*

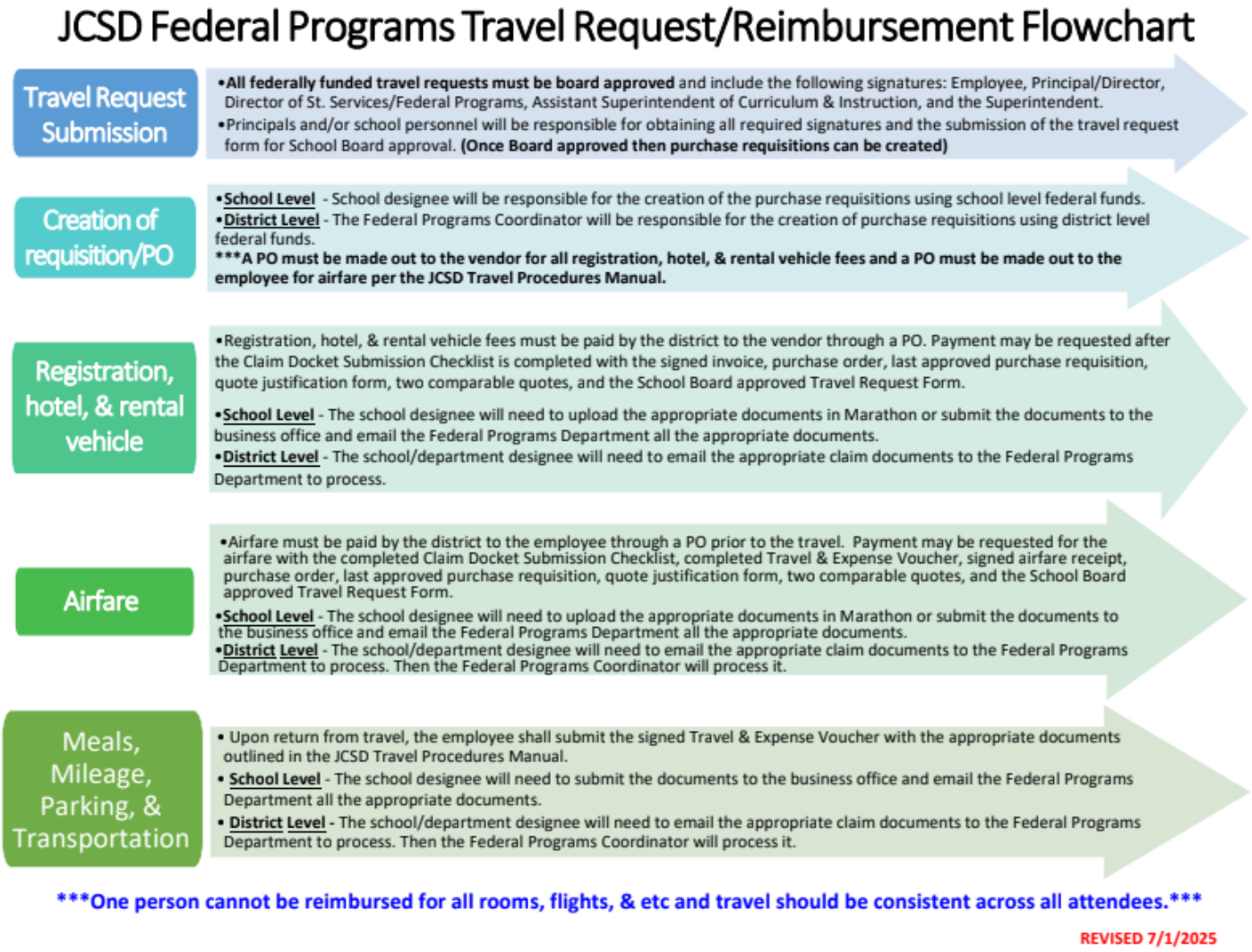
1. Maintaining a signed statement in each licensed employee's personnel file verifying that he or she has been given notice of the *Mississippi Educator Code of Ethics and Standards of Conduct*;
2. Advising all licensed employees that his or her contract with the school district is subject to the *Mississippi Educator Code of Ethics and Standards of Conduct*; and may be revoked or suspended pursuant to its terms; and
3. Providing annual in-service training for all employees on the *Mississippi Professional Educator Code of Ethics and Standards of Conduct.*

The Superintendents shall report to the Mississippi Department of Education all license holders who engage in unethical conduct relating to an educator/student relationship.
The Mississippi Public School Accountability Standard for this policy is standard 2.

MS Code	Description
37-16-4	Violations of test security procedures; enforcement and penalties
37-3-2	Certification of teachers and administrators.
37-3-51	37-3-51
37-9-57	Effect of abandonment of employment.

Other References	Description
Mississippi Department of Education	Policy Rules 14.10 and 14.17

See the Travel Request/Reimbursement Flowchart below:



Section D-2

Control Activities and Risk Mitigation

Jackson County School Policy DJEC
FEDERAL PURCHASING AND PROCUREMENT
ISSUE DATE: 11-04-2022 REVISED DATE: 5-12-2025

The Jackson County School District shall comply with all state and federal laws regarding purchasing and procurement. The implementation of this guidance is to reduce administrative burden and risk of waste, fraud, and abuse for federal awards. As required by 2 CFR 200.319 all procurement transactions under the federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of this section and 200.320.

When utilizing federal funds, district staff must strictly adhere to the guidance and rules outlined by the Office of Management and Budget (OMB) in the Uniformed Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200); including but not limited to the following:

- Federal purchases of services and perishable food/supplies under $10,000 are considered "micro purchases." The purchase orders for micro purchases may be awarded without soliciting any competitive quotes if the costs are deemed reasonable. To the extent practicable, these purchases should be distributed equitably among qualified suppliers.
- All federal purchases of services between the amounts of $10,000 to $250,000 must have at least two (2) price or rate quotes. Any services over $250,000 will need to follow the competitive bidding process.
- All federal purchases are subject to 200.214 the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, as well as 2 CFR part 180. The regulations in 2 CFR part 180 restrict making Federal awards, sub awards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from receiving or participating in Federal awards.
- In the event of a termination of a federal award, the Jackson County School District shall adhere to the notification requirements outlined in 2 CFR Part 200.341, including providing written notice of termination, documenting the reasons for termination, and fulfilling all necessary reporting requirements to federal systems such as SAM.GOV and USAspending.gov. The district will also establish a process to respond to any information placed into SAM.GOV regarding termination.

The state of Mississippi is more restrictive on the purchase of goods (commodities); therefore, district staff must also adhere strictly to the guidance and rules outlined by the Mississippi State Purchase Law Summary, including the following:

- Purchases which do not involve an expenditure of more than $5,000 may be made without advertising or otherwise requesting competitive bids if the costs are deemed reasonable.
- For all (irrespective of funding source) purchases of goods (commodities) between the amounts of$5,000 and $75,000, districts must have at least two (2) price quotes.
- For all (irrespective of funding source) purchases of goods (commodities) over$75,000 must adhere to the Mississippi State Purchase Law Summary which requires the application of competitive bidding process.
- The state of Mississippi allows exceptions to the bidding requirements for outside equipment repairs and perishable supplies or food purchased for use in connection with the school lunch programs.

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

Section D-3

Internal Controls Monitoring and Evaluation

SECTIONS 7-7-201 to 7-7-215, MISSISSIPPI CODE of 1972

The state department of audit is hereby authorized and empowered to post-audit and investigate the financial affairs and all transactions involving the school funds of the county including the minimum education program funds and supplementary district school funds, and to make separate and special audits thereof, as now provided by Sections 7-7-201 to 7-7-215, Mississippi Code of 1972. ' 37-61-29 SINGLE AUDIT ACT Mississippi Public School Districts will have single audits performed annually by the Mississippi State Auditor's Office or by an independent accounting firm. The Mississippi State Department of Education shall have cognizant agency responsibilities for all Mississippi public school districts. School districts should contact the audit resolution officer with the Mississippi State Department of Education to resolve any audit findings that affect federal programs in their districts. The Mississippi Public School Accountability Standard for this policy is standard 4.

LEGAL REF.: MS CODE as cited Mississippi Public School Accountability Standards Financial Accounting Manual for Mississippi Public School District

Procedure

The state department of audit is hereby authorized and empowered to post- audit and investigate the financial affairs and all transactions involving the school funds of the Jackson County School District including the minimum education program funds and supplementary district school funds, and to make separate and special audits thereof, as now provided by Sections 7-7-201 to 7-7-215,

Jackson County School District will have single audits performed annually by the Mississippi State Auditor's Office or by an independent accounting firm. The Mississippi Public School Accountability Standard/or this policy is standard 4.

An independent accounting firm also tests internal controls annually and provides an opinion on whether any deficiencies exist in those internal
controls.

RECORDS RETENTION and ACCESS (EDGAR 200.303(e, 200.333:

What are the WRITTEN policies/procedures to document internal controls?

See Section D

What policy/procedures safeguard personally identifiable information?

JCSD Policy JRAB (FERPA)

How does the policy/procedures address record retention for five (5 years?JCSD Policy JRAB

E. RECORDS AND INFORMATION MANAGEMENT

Section E-1 - E-4

Confidentiality

As stated in JCSD's student and faculty handbook, "The Jackson County School District adheres to the requirements outlined in the Family Education Right to Privacy Act (FERPA)." To this end, we will train our staff that deal with personally identifiable information to ensure the integrity and security of information at the beginning of the school year. This includes payroll, budgeting, personnel, etc. We will also take measures to limit access to our internal running systems by password protecting them and only allowing necessary access. In addition, JCSD will utilize the MCAPS User Agreement Forms and keep them on file in the JCSD Office of Federal Programs.

Personally Identifying Information (PII)

JCSD only accesses PII when it has a need to know for the information as it relates to official duties. The procedures are based on guidance from the Handbook for Safeguarding Sensitive Personally Identifiable Information (March, 2012; Homeland Security)

1. Never leave Sensitive PII in hard copy unattended and unsecured. Physically secure Sensitive PII (e.g., in a locked drawer, cabinet, desk, or safe) when not in use or not otherwise under the control of a person with a need to know. Sensitive PII may be stored in a space where access control measures are employed to prevent unauthorized access by members of the public or other persons without a need to know (e.g., a locked room or floor, or other space where access is controlled).

2. Try not to send Sensitive PII using a fax machine. If possible, scan and then encrypt the document(s) and email it. If the information must be sent by fax, do not send Sensitive PII to a fax machine without contacting the recipient to arrange for its receipt. You can email Sensitive PII without protection if the recipient's need for the information is related to his or her official duties

3. JCSD must report all privacy incidents, whether suspected or confirmed, to the Human Resource Director immediately.

4. Adhere to district policy for Mississippi Student Information Systems (MSIS)/data collection, FERPA, and student records.

5. Follow retention and disposal policies for Sensitive PII

Jackson County School Policy GAR
PROFESSIONAL PERSONNEL RECORDS
ISSUE DATE: 5-10-2004 REVISED DATE: 3-10-2025

The JCSD shall keep personnel records on all full-time employees. It shall be the responsibility of the Superintendent or his designated representative to keep said records up-to-date and complete. All records shall be maintained within HIPAA compliance guidelines (Health Insurance Portability and Accountability Act of 1996).

All information contained in an employee's record shall be considered confidential and shall not be transmitted to other persons or agencies outside JCSD without written approval by said employee or unless subpoenaed by an authority. Some information in the employees' files, such as the Confidential Recommendation Forms, shall be considered confidential and under no circumstances shall such information be viewed by the employee.

All professional staff must have on file in the central office a contract, a valid educator license, an application, W-4 forms (State and Federal), retirement membership forms, affidavit of teaching experience, college transcript, copy of Social Security card, Employment Eligibility Verification (Form I-9), background check form, and insurance election form. These documents must be on file in the central office before any funds shall be paid to any teacher under contract for the school session.

Jackson County School Policy JRAC

DATA COLLECTION POLICY AND PROCEDURAL GUIDELINES HANDBOOK

ISSUE DATE: 8-1-2005 REVISED DATE: 7-14-2025

1.0 Introduction and Overview

1.1 Purpose

In accordance and cooperation with HB 1251, which gives the Office of the State Auditor the authority to determine the correctness and accuracy of all reports made to the State Department of Education by any school district or school official concerning the number of educable students in any school district, the number of students enrolled in any school district, the number of students in average daily attendance in any school district, and the number of students being transported or entitled to transportation to any of the public schools of this state, the Jackson County School District will set the following Data Collection Policies and Procedures to help ensure this quality data.

1.2 Components of Data Quality

The Jackson County School District's data will contain the following components:

1. Objectivity: Data is accurate, unbiased and presented in a clear, complete, will documented manner. Objectivity will be achieved by using appropriate data sources and sound analytical techniques, by using proven methods, and by carefully reviewing the content of all information and reports.
2. Integrity: Data will not be compromised through corruption of falsification.
3. Transparency: Our data will have clear description of methods, data sources, assumptions, outcomes and related information that allow users to understand the data.

4. Reproducibility: Our data can be reproduced by others by using the documented methods, assumptions and data sources in order to achieve comparable findings.

5. Utility: Data produced by the district will be useful and available to the intended audience. The requirements, recommendations and examples in this guide will improve data quality for our district.

1.3 Policy Audience

It is important for all staff of the Jackson County School District understand the issues involved in data collection data entry, and recognize that these issues reflect the values of the school district.

The Jackson County School district believes that good data are an integral part of teaching, learning and managing the school enterprise. Everyone who has a role in student outcomes-teachers, administrators, counselors, registrars, office support staff, school board members and others, must share this belief. Because good data are as much a resource as staff, books and computers, a wise education system is willing to invest time and money in achieving useful information, and respect the effort taken to produce it. Therefore, through the implementation of this Data Collection Policy and Procedure Guidelines, the Jackson County School District will actively foster this belief and environment.

2.0 Roles and Responsibilities

A data process that collects quality data is well planned, has staff members that are well trained and know their roles and responsibilities, and have needed tools and resources. In this section, we have identified the critical roles and responsibilities.

2.1 School Board

The primary role of the School Board is to set policy for the school district. The Superintendent and Administrative Staff develop procedures and regulations for carrying out board policy. There are four (4) key leadership roles in setting board policy: vision, structure, accountability and advocacy. In the area of data collection, the School Board formulates policies based on state and federal laws, as well as, local district needs and staff requirements.

Responsibilities

1. Setting Data Collection Policy
2. Understanding the impact data has on funding programs - Allocating appropriate resources to enable schools to meet the ever-increasing need for data collection and data entry
3. Investing in computer hardware and software as a routine cost of doing business

2.2 Superintendent

It is the Superintendent's responsibility to enhance the educational program of students, to improve student achievement, and to see that district policies are implemented. It is the Superintendent's responsibility to foster an environment and culture of quality data that will result

in reliable data that is useful for evaluating the instructional program and student achievement, and for pointing out areas of success and places where improvements are needed. It will enable the district to have confidence in the information that is collected, and, most importantly, will allow the district to make effective decisions.

Responsibilities

1. Set education benchmarks that use data to measure student achievement.
2. Support the development of a Culture of Quality Data in the district through an effective professional development program.
3. Encourage principals to make data-driven, building-level decisions.
4. Support the staff in the promotion of more efficient data collection procedures, the use of technology to decrease data entry errors, and the movement toward applications that are "interoperable" (i.e., that interact with each other using a minimum amount of programming resources).
5. Support the allocation of funding to provide schools with the appropriate resources to enter data.
6. The district will select a data coordinator.

2.3 Principal

Our Principal serves as the chief instructional leader and is ultimately responsible for data collection and reporting in the school. The Principal has the responsibility to report data as accurately as possible. The Principal must ensure that the school's information is accurately reflected in the data.

Responsibilities:

1. Check reports for accuracy and reasonableness before "signing off" and sending to the district. Periodically spot-check source documents against data, to ensure that required data (e.g., medical information) is being entered correctly.
2. Ensure that staff has access to appropriate technology tools.
3. Attend meetings and training about data requirements.
4. Provide district data personnel with recommendations for improvements in data collection procedures.
5. Allow and encourage staff to attend training in their areas of expertise.
6. Use a variety of training strategies, including the "train-the-trainer" model, when necessary.
7. Work with staff and the district to develop and use standard procedures for data entry and reporting.
8. Provide trained staff to assist data entry personnel during peak periods (enrollment, scheduling, etc.).

9. Understand and communicate laws and regulations that affect data at school (e.g., the Family Educational Rights and Privacy Act of 1974 [FERPA] and the Health Insurance Portability and Accountability Act of 1996 [HIPAA]).

10. Support and monitor district data security policies and procedures.

11. Utilize data to make daily instructional decisions.

12. Provide an environment conducive to accurate data entry.

2.4 Teacher/Counselor

Our teachers and counselors are responsible for entering or supplying timely and accurate data regarding students, as required.

Responsibilities

1. Attend training on the use of data in the instructional program.
2. Identify barriers to effective data entry and communicate these to the Principal or other appropriate personnel.
3. Respect the privacy and confidentiality of student data by protecting data from students and unauthorized personnel.
4. Follow district data security policies and procedures.
5. Enter data accurately and in a timely manner. Check work for accuracy and completeness.
6. Share good ideas and best practices about data entry with your peers.
7. Check calendar for data reporting deadlines so that you can allocate time for data entry.

2.5 Office Staff/Registrar

Registrars and office staff is responsible for entering important data accurately and completely, maintaining data security, and understanding how the data will be used. The district recognizes that this position is critical to its data collection effort. Therefore, it is important that this position is taken seriously and provided sufficient resources.

Responsibilities

1. Enter data accurately and in a timely manner.
2. Attend professional development training.
3. Follow appropriate instructions and documentation.
4. Identify barriers to effective data entry procedures and communicate these to the principal, or other appropriate personnel.
5. Implement the district data security policies and procedures (e.g., change passwords frequently, do not share passwords, treat data confidentially, etc.)
6. Check work and run appropriate edit reports.
7. Ask for help when an error is made.

8. Identify a peer who does similar work to facilitate sharing of ideas and best practices can occur.
9. Check calendar for data reporting deadlines.

2.6 MSIS Primary/Secondary Contact

Serves the administrator by ensuring that the statistical information reviewed represents data that has been entered accurately and collected systematically. The MSIS contact person assists the information reporting process through staff development and collaboration with the various offices and programs responsible for producing data and information.

Responsibilities

1. Coordinate the data collection process.
2. Provide professional development for staff members. - These sessions include Demonstrations that incorporate hands-on training, enabling data entry personnel to become used to the actual data entry screens; examples that actually reflect situations that will be encountered; handbooks or guidebooks, with copies of data entry screens, systematic instructions, and the rationale for entering the data; descriptions of the procedures for obtaining assistance (e.g., help desk phone number, online and/or e-mail query process); and, copies of the reports created from the data, enabling trainees who enter information to have a sense of how their work affects the operation of the school.
3. Assist schools in resolving discrepancies in information before reports are forwarded.
4. Develop a process that allows staff to request new reports or modifications of existing reports.
5. Collaborate with the District Technology Director or Coordinator to enhance the ability of computer programs to determine effective editing procedures for reports and other information.

2.7 Director of Technology

This position maintains and secures the hardware, software, and network that allows staff to enter, store, secure, and transfer data.

Responsibilities

1. Secure network infrastructure.
2. Support technical implementation and error resolution.
3. Secure the integrity of data.

3.0 Data Collecting and Reporting Requirements and Timeline

3.1 Data Timeline/Calendar

The district will utilize the MSIS 2.0 Annual Reporting Calendar, a calendar of due dates and timelines that will provide the necessary information to meet the Mississippi Department of Education deadlines.

The Data Timeline and Calendar indicates due dates for reports and data entry.
The district will provide sufficient time and resources for data collection.

4.0 District Wide Common Data Collection Methods and Uniform Data

4.1 District Wide Common Data Collection Methods

The Jackson County School District has established and will utilize uniform procedures for entering student data at the school level. The procedures listed below will be followed:
Authorized Data Entry Personnel

Each school will have a list of authorized personnel for any student data entry and their email addresses on file for the auditor.

Student Enrollment

1. Acquire student demographic data from guardian.
2. Verify residency of student. Two proofs of residency should be provided by the parent/ guardian and verified by school district staff for each student upon enrollment into the school district for each school year. All students should have the Residency Verification Checklist in their cumulative folders.
3. Student data is entered into SIS office program.
4. Check for student's MSIS number, acquire an MSIS number if one is not found.
5. Determine special needs and refer to LSC Chairperson.
6. Verify the expiration date for the student's immunization record.

Out of District Students

1. Any out of district student enrolling should have proper documentation of district approval on file in the cum folder.

Transfer-In Students

1. Request withdrawal form from previous school.

2. Verify residency of student. Two proofs of residency should be copied and filed for each student upon enrollment into the school district for each school year. All students should have the Residency Verification Checklist in their cumulative folders.

3. Determine whether in-state transfer or out-of-state transfer. Note: Out of state students are required to provide initial registration requirements information.

4. Complete school registration forms.

5. Determine grade placement or special needs.

6. Enter Student data into SIS using the appropriate entry code.

7. Verify MSIS number or obtain one if needed.

8. Request the MSIS release and records for in-coming students.

Dropouts or Transfer-Out Students

Complete withdrawal form for student. Student is withdrawn in SIS using the appropriate withdrawal code. Comply with requests for MSIS release and records request from other schools.

Timeline for Transfers/Releases of Students in MSIS

All transfers and releases will be completed within 24 hours of the request. A daily log will be kept as documentation of all transfers and releases.

Attendance

Daily attendance is entered every period by either authorized office personnel or individual classroom teachers.

Check-ins and checkouts are done by authorized office personnel.
Corrections to daily attendance are updated at a minimum of at least one time per week. Example: Correcting absences to tardies, etc. or unexcused to excused. All excuses should be date stamped upon receipt.

Cumulative Records

The auditor's office will be reviewing cumulative folders at random. The cumulative folders should be current regarding the items listed below:

1. Residency Verification Sheets signed and dated by District Personnel

2. Immunization records with current date;

3. Date of Birth;

4. Current address that agrees with student demographic information from SIS.

5. Primary phone number from SIS. The auditors' office will verify the previous year's graduation data.

The auditor's office will check the Carnegie units for the graduates of the previous year to verify eligibility for graduation.

The auditor's office will check cumulative folders for mandated test scores.

Storage of Student Data

1. Store all student data on hard copy up to 5 years.
2. Transcripts, grades, and attendance are kept on insert sheets in cum folder indefinitely for every student.
3. Hard copies, cum folders, etc., are kept in a locked file cabinet in administrative office.

4.2 Uniform Data Business Rules

The District will uniform data business rules for the following critical data.

1. Demographic Data Elements
2. Student Data Elements
3. Personnel Data Elements
4. Teacher Data Elements

5.0 Data Protection and System Security

5.1 Data protection and system security is covered in the district's Technology Acceptable Use Policy (Policy IJ-R)

5.2 Public Information Request Process

District will follow any guidelines set forth by the Freedom of Information Act and applicable state codes and compliances.

5.3 Security Documents

Oath of Confidentiality

Acceptable Use Policy

1. 5.3.1 Oath of Confidentiality forms are submitted to MDE for MSIS purposes for all district/ school users. Copies of forms are kept on file in the district office.

2. 5.3.2 The Technology Acceptable Use Policy requires signatures by students/personnel on a yearly basis. Copies are maintained at the school/district office.

6.0 Resources Commitment

6.1 Training

Professional Development Training Activities

District-Wide training activities with all personnel responsible for student data entry will be held annually. All personnel will be notifiedby the district Primary/Secondary Contacts of any new information required by the Mississippi Department of Education.

MSIS Primary/Secondary Contacts will also attend the MSIS Data Conference, SIS Annual Conference and other training provided by MDE or SIS.

MS Code	**Description**
37-37-7	Powers of examiners: auditing policies

Cross References	**Description**
Code	Compliance with FERPA
JRAB	

See the MSIS forms below:

MISSISSIPPI STUDENT INFORMATION SYSTEM
School District Level/School Level
User Security Profile
(Form MSIS-2: submit one form for each MSIS user)

(Please print or type information.)

District Name: **District Number:**

School Name: **School Number:**

Type of User Request (Check one):
___New ___ Modify ___Delete

Requested Effective Date:

Legal Name:

Title: **SSN (last 4-digits):**

Phone: **E-Mail Address:**

==========

Based on the access role definitions, check the level(s) of use required for this user:

District Level Users - ONLY	School Level Users - ONLY	General
☐ (1) Personnel	☐ (1) Personnel	☐ (1) General User
☐ (2) Special Education	☐ (2) Student Administrator	☐ (2) Grade Assignment
☐ (3) Student Administrator		☐ (3) Teacher Support Team
☐ (4) Career Technical Education		☐ (4) View Student Data
☐ (5) Superintendent		
☐ (6) Federal Programs		
☐ (7) Food Service		
☐ (8) Business Manager		

Signature of authorized Primary MSIS district contact Date
(This must be an original signature in blue ink)

==========

==========

MIS OFFICE USE ONLY:

Approved By: **Date:**

Revised 06/2018

OATH OF CONFIDENTIALITY AND
NON-DISCLOSURE OF RELEASED INFORMATION
(MUST be completed by ALL Users)

I understand that data maintained by the systems listed below in the **Application Section**, hereinafter referred to as **MDE Systems**, is sensitive and confidential. I acknowledge the access to and release of information from MDE Systems is governed by the Family Educational Rights and Privacy Act of 1974 and Section 37-15-1, *et seq.* of the Mississippi Code of 1972, Annotated, as amended. I further acknowledge that this data may only be accessed and used for legitimate educational interests **and is sensitive, confidential, and not subject to disclosure**.

I agree that I shall not release MDE Systems data unless authorized to do so according to applicable laws, rules and regulations, neither shall I access and use the information contained therein except for legitimate educational interests.

I acknowledge that I fully understand that the release by me of this information to any unauthorized person could subject me to disciplinary action including termination and/or criminal and civil penalties imposed by law.

Application Section:
Mississippi Student Information System (MSIS)
Mississippi Alternate Assessment of Extended Curriculum Framework (MAAECF)

SIGNATURE: _____
(Please sign in blue ink)

PRINTED NAME: _____
(Please print in blue ink)

TITLE: _____

DISTRICT/SCHOOL: _____

DATE: _____

FERPA Training Procedures

At the beginning of the school year or upon hire JCSD requires all employees to take a mandatory online FERPA training through Safe Schools within 30 days.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

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

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest; Other schools to which a student is

transferring; Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law. Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Jackson County School Policy JRAB

COMPLIANCE WITH FERPA

ISSUE DATE: 8-23-2004 REVISED DATE: 6-9-2025

Family Educational Rights and Privacy Act (FERPA)

In accordance with the policy of the Jackson County Board of Education, the following regulations shall govern the release of student records to students and members of the student's family, legal custodian, or legal guardian.

DEFINITIONS

For the purpose of this regulation, the school district has used the following definitions of terms:

Student: Any person who attends or has attended a program of instruction sponsored by the board of education of
this school district.

Eligible Student: A student or former student who has reached age 18 or is attending a post-secondary school, and
who is no longer a dependent of the parent for federal tax purposes.

Parent: Either natural parent of a student unless his or her rights under the Family Education Rights and Privacy Act (FERPA) have been removed by a court order; an adopted parent; a guardian; or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education Records: Any item of information or record (in handwriting, print, computer media, video or audio tapes, film, microfilm, microfiche, or other medium) maintained by the school district, an employee of the district, or an agent of the district which is directly related to an identifiable student except:

1. A personal record, including informal notes, kept by a school staff member, which meets the following tests:

A. It was made as a personal memory aid;

B. It is in the sole possession of the individual who made it; or

C. Information contained in it has never been revealed or made available to any other person except the maker's temporary substitute;

2. An employment record which is used only in relation to a student's employment by the school district (employment for this purpose does not include activities for which a student receives a grade or credit in a course); or

3. Alumni records that relate to the student after the student no longer attends classes provided by the school district and the records do not relate to the person as a student.

Personal Identifier: Any data or information that makes the subject of a record known. This includes the student's name, the student's parent or other family member's name, the student's address, the student's social security number, a student number, a list of personal characteristics or any other information that would make the student's identity known.

ANNUAL NOTIFICATION

Within the first month of each school year, the school district will publish a notice to parents and eligible students of their rights under the FERPA and this policy. The district will also send home with each student a bulletin listing these rights and the bulletin will be included with a packet of material provided parents or an eligible student when the student enrolls during the school year.

The notice will include the following:

1. The right of a student's parent or eligible student to inspect and review the student's education records;

2. The intent of the school district is to limit the disclosure of information contained in a student's education records except: (1) by the prior written consent of the student's parent or the eligible student, (2) as directory information, or, (3) under certain limited circumstances, as permitted by the FERPA;

3. The right of a student's parent or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading, or in violation of student rights (this right includes the right to a hearing to present evidence that the record should be changed if the district decides not to alter it according to the parent's or eligible student's request and the right to insert in the student's permanent records an explanatory statement giving reasons for disagreeing with the decision);

4. The right of any person to file a complaint with the Department of Education if the school district violates the FERPA; and

5. The procedure that a student's parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

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

STATEMENT OF RIGHTS

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

1. The right to inspect and review the student's education record;
2. The right to exercise a limited control over other people's access to the student's education record;
3. The right to seek to correct the student's education record, in a hearing, if necessary;
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

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

PROCEDURE TO INSPECT EDUCATION RECORDS

The parent of a student or an eligible student may inspect the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies below.

Since a student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site. However, if a parent or eligible student wishes to inspect records where they are maintained, school principals will make every effort to accommodate the wishes.

The parent or eligible student should submit to the student's school principal a written request that identifies, as precisely as possible, the record or records he or she wishes to inspect.

The principal (or other record custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site).

The principal (or other record custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education record, the school district will arrange for the parent or eligible student to obtain copies of the record. See below for information regarding fees for copies of records.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

FEES FOR COPIES OF RECORDS

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

1. The student has an unpaid financial obligation to the school.

2. There is an unresolved disciplinary action against the student that warrants the denial of copies.

FERPA requires the school district to provide copies of records:

1. When the refusal to provide copies effectively denies access to the records by a parent or eligible student;

2. At the request of the parent or eligible students when the school district has provided the

records to third parties by the prior consent of the parent or eligible student; or

3. At the request of the parent or eligible student when the school district has forwarded the records to another school where the student seeks or intends to enroll.

The fee for copies provided under the FERPA may not include the costs for search and retrieval. The fee will be from no cost to ten cents per page. (Actual copying cost, less hardship factor.)

The fee for all other copies, such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience, will be from ten cents to thirty-five cents per page (actual search, retrieval, and copying cost) plus postage, if incurred.

DIRECTORY INFORMATION

For information regarding directory information, see policy JRA.

EXCEPTIONS TO PRIOR CONSENT

The district may disclose personally identifiable information without prior consent under the following conditions:

1. To personnel within the district who have legitimate educational interests;

2. To personnel of an education service district or state regional program where the student is enrolled or is receiving services;

3. To personnel of another school, another district or institution of post-secondary education where the student seeks or intends to enroll;

4. To personnel connected with an audit or evaluation of federal or state education programs or the enforcement of or compliance with federal or state legal requirements of the district;

5. To personnel determining a financial aid request for the student;

6. To personnel conducting studies for or on behalf of the district;

7. To personnel in accrediting organizations fulfilling accrediting functions;

8. To comply with a judicial order or lawfully issued subpoena;

9. For health or safety emergency;

10. By request of a parent of a student who is not 18 years of age;

11. By request of a student who is 18 years of age or older or emancipated;

12. Because information has been identified as directory information.

USE OF STUDENT EDUCATION RECORDS

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

An official is:

1. A person duly elected to the school board;
2. A person certified by the state and appointed by the school board to an administrative

or supervisory position;

3. A person certified by the state and under contract to the school board as an instructor;

4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his or her performance as a substitute; or

5. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor, for the period of his or her performance as an employee or contractor.

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

1. Perform an administrative task required in the school employee's position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education; or

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

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

1. When a student seeks or intends to enroll in another school district or a post-secondary school (the district will not further notify the parent or eligible student prior to such a transfer of records; the parent or eligible student has a right to obtain copies of records transferred under this provision);

2. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district;

3. The parties who provide or may provide financial aid to a student to

A. Establish the student's eligibility for the aid,

B. Determine the amount of financial aid,

C. Establish the conditions for the receipt of the financial aid, or

D. Enforce the agreement between the provider and the receiver of financial aid;

4. When the school district has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to develop tests, administer student aid, or improve instruction;

5. To accrediting organizations to carry out their accrediting functions;

6. To comply with a judicial order or lawfully issued subpoena (the district will make a reasonable effort to notify the student's parent or the eligible student before making a disclosure under this provision); or

7. If the disclosure is an item of directory information, and the student's parent or eligible student has not refused to allow the district to designate that item as directory information for the student; or

8. In response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

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

1. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons;

2. The information is necessary and needed to meet the emergency;

3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency; or

4. Time is an important and limiting factor in dealing with the emergency.

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

1. A specification of the records to be released;

2. The reasons for the disclosure;

3. The person, organization, or the class or organizations to whom the disclosure is to be made;

4. The parent's or eligible student's signature; and

5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the eligible student may obtain a copy of any records disclosed under this provision.

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

RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

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

The record will include at least:

1. The name of the person or agency that made the request;
2. The interest the person or agency had in the information;

3. The date the person or agency made the request; and

4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The district will maintain this record as long as it maintains the student's education record.

The record will not include:

1. Requests for access or access granted to the parent of the student or to an eligible student;

2. Request for access granted to officials of the school district who have a legitimate educational interest in the student;

3. Requests for, or disclosures of, information contained in the student's education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or if the disclosure is authorized by such prior consent;

4. Requests for, or disclosure of, directory information designated for that student; or for

5. Requests for, or disclosure of, information contained in the student's education record if the request is in response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

The parent of a student or an eligible student has a right to seek to change any part of the student's record believed to be inaccurate, misleading, or in violation of student rights. (NOTE: under FERPA, the district may decline to consider a request to change the grade a teacher assigns for a course.)

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term "requester" will be used to describe the parent of a student or the eligible student who is asking the school district to correct a record.

To establish an orderly process to review and correct an education record for a requester, the district may make a decision to comply with the request for change at several levels in the procedure.

<u>First Level Decision</u>

When a parent of a student or an eligible student finds an item in the student's education record that he or she believes is inaccurate, misleading, or in violation of student rights, he or she should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.

If the record custodian cannot change the record to the requester's satisfaction, or if the record does not appear to be obviously incorrect, the record custodian will:

1. Provide the requester a copy of the questioned record at no cost;

2. Ask the requester to initiate a written request for the change; and

3. Follow the procedure for a second level decision.

Second Level Decision

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

1. Is inaccurate and why;

2. Is misleading and why; and/or

3. Violates student rights and why.

The request will be dated and signed by the requester.

Within two weeks after the record custodian receives a written request, he or she will study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the district's response to the request), make a decision to comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, the record custodian decides the record should be corrected, he or she will effect the change and notify the requester in writing that the change has been made. Each such notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory.

If the record custodian decides the record is correct, he or she will make a written summary of any discussions with other officials and of the findings in the matter. The record custodian will transmit this summary and a copy of the written request to the school superintendent.

Third Level Decision

The school superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney, or the school board (in executive session). The superintendent will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it takes longer, the superintendent will notify the requester, in writing, of the reasons for the delay and a date when the decision will be made.

If the superintendent decides the record is incorrect and should be changed, he or she will advise the record custodian to make the changes. The record custodian will advise the requester of the change as at the second level.

If the superintendent decides the record is correct, he or she will prepare a letter to the requester, which will include:

1. The school district's decision that the record is correct and the basis for the decision;

2. A notice to the requester that he or she has a right to ask for a hearing to present evidence that the record is incorrect and that the district will grant such a hearing;

3. Instructions for the requester to contact the superintendent, or an official he or she designates, to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing (the district will not be bound by the requester's positions on these items, but will, so far as possible, arrange the hearing as the requester wishes); and

4. Advise that the request may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

Fourth Level Decision

After the requester has submitted (orally, or in writing) his or her wishes concerning the hearing officer and the time and place for the hearing, the superintendent will, within a week, notify the requester when and where the district will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect as shown in the requester's written request for a change in the record (second level).

Within a week after the hearing, the hearing officer will submit to the school superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his or her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.

The school superintendent will prepare the district's decision within two weeks of the hearing. The decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the district's decision will be based solely on the evidence presented at the hearing. Therefore, the superintendent may overrule the hearing officer if the superintendent believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the district's decision, the superintendent will take one of the following actions:

1. If the decision is that the district will change the record, the superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.

2. If the decision is that the district will not change the record, the superintendent will prepare a written notice to the requester that will include:

A. The school district's decision that the record is correct and will not be changed;

B. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the district's decision; and

C. Advice to the requester that he or she may place in the student's education record an explanatory statement which gives the reasons he or she disagrees with the school district's decision and/or the reasons he or she believes the record is incorrect.

DISTANCE LEARNING

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

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

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

The Mississippi Public School Accountability Standard for this policy is standard 8.

Jackson County School Policy
IJ-R INTERNET/TECHNOLOGY ACCEPTABLE USE

ISSUE DATE: 6-15-2009 REVISED DATE: 7-14-2025

Internet Acceptable Use Policy

Introduction

The Internet is an electronic communications network that provides vast, diverse, and unique resources. The goal of the Jackson County School District in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. The Jackson County School District provides computer equipment, computer services, and Internet access for primarily educational purposes. The purpose of providing these resources is to improve learning and teaching through research, teacher training, collaboration, dissemination, and the use of global communication resources. The system administrators (authorized faculty, staff, and administrators) are employees of the Jackson County School District and are authorized and required to monitor authorized activity on school network facilities. The Director of Information Technology has the responsibility of implementing this policy throughout the district. Any device that is in violation of this policy may be removed by

the Director at any time. Any person in violation of this policy will be reported to the appropriate administrator for disciplinary action. Because of its enormous size, the Internet's potential is boundless. However, with such great potential for education also comes some potential for abuse. This policy outlines the guidelines and defines a contract for appropriate Internet use.

Overview

Jackson County School District is CIPA (Children's Internet Protection Act) compliant. CIPA requires schools and libraries to put into place Internet safety policies. The Internet safety policy must include filtering or otherwise blocking access to "visual depictions" of obscene material, child pornography and material that is harmful to students when they are accessing the Internet. Online activities of students may be monitored by the authorized individuals. Any inappropriate activity by students will be reported to the appropriate school authority for appropriate action.

Internet Safety

Jackson County School District will educate students in the appropriate use of online behavior. This will be achieved via classroom instruction before October of each school year. Any students that arrive after training will be trained individually.

Personal Safety

1. Users will not disclose use, disseminate or divulge personal and/or private information about themselves, students or any others including personal identification information, etc. Jackson County School District will not disclose personal information about students on websites or any other insecure media – such as their full name home or email address, telephone number, or social security number.
2. Users will immediately report to the Jackson County School District authorities any attempt by other Internet users to engage in inappropriate conversations or personal contact.
3. Under no circumstance shall personally identifiable information (PII), including full names, student ID numbers, dates of birth, medical records, academic performance, disciplinary records, or other sensitive data, be transmitted via unencrypted email. If transmission is required, it must utilize secure methods approved by the district's Technology Department. All electronic transmission of PII must use encrypted, district-approved platforms.

Illegal and/or Unacceptable Usage

1. Users will not access, transmit or retransmit any material(s) in furtherance of any illegal act or conspiracy to commit any illegal act in violation of local, state, or federal law or regulations and/or school district policy.
2. Users will not access, transmit, or retransmit: copyrighted materials (including plagiarism), threatening, harassing, or obscene material, pornographic material, or material protected by trade secret, and/or any other material that is inappropriate to students.
3. In some circumstances, students may be allowed to take computers or other devices home. Regardless of the location, this policy applies to ALL DEVICES. All actions performed on any District Owned device is under the oversight of this policy.

4. No devices that provide any networking services, recording devices, or remote access devices or software may be used on the network or devices connected to the network without the permission of the Director of Information Technology. This includes but is not limited to wireless routers, WiFi access points, wired routers, personal digital assistants, recording devices of any sort, or any software to allow remote access from off premise. Students requiring internet access must use district-provided student networks or devices configured by authorized personnel. The Director of Information Technology may remove any device from the network at any time.

5. Users will not access, transmit, or retransmit any material that promotes violence or the destruction of persons or property by devices including, but not limited to, the use of firearms, explosives, fireworks, smoke bombs, incendiary devices, or other similar materials unless it is directly related to an assignment given by a teacher.

6. Users will not use the network for any illegal activity including, but not limited to, unauthorized access including hacking, phishing, and spoofing.

7. Users will not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive, (e.g., "cyberbullying").

8. Users will not access, transmit or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.

9. District staff are strictly prohibited from sharing WiFi pre-shared keys (passwords) or other network access credentials with students or unauthorized individuals.

System Resource Limits

1. Users will only use the Jackson County School District system for educational and career development activities and limited, high quality self-discovery activities as approved by the Jackson County School District. Users shall not use the JCSD Internet for commercial or for profit purposes.

2. Users will not download large files or engage in activity that degrades access to the Internet for the general use.

3. Users will not send, forward, or post chain letters or engage in "spamming" (that is, sending an annoying or unnecessary message to large numbers of people), send/forward mass email files that do not contain educational/instructional content across the district network.

4. Users will not access or read other employees' email unless approved by the Superintendent.

5. Users will immediately notify his/her teacher or other school administrator in the case of accidentally or intentionally accessing inappropriate information.

6. Users will not provide access to the Jackson County School District's technology for third parties without prior agreement of Jackson County School District.

7. Users will not attempt to damage computer equipment or software or attempt to alter software configuration of computing resources.

8. Users will not allow anyone to work on Jackson County School District computers and network equipment without permission of the Information Technology Director. Students are NOT to be allowed to work on equipment or download software on computers without the authorization of the Jackson County School District Technology Staff.

9. Under no conditions should a user provide his/her password to another person or use another person's password to access other's data.

10. Users will not use the district network with deliberate activities that are considered a waste of staff effort (computer/network support staff) and or network resources.

11. All use should serve an instructional purpose and be educational in nature.

12. Use of proxies or any means to bypass the content filter is strictly prohibited and will result in strict disciplinary action.

Temporary Provisions Based on the 2020 Equity in Distance Learning Act (EDLA)

The following provisions are temporary and will be in effect as long as equipment funded by the EDLA is in use within Jackson County School District.

- Students, parents or guardians, and staff agree that they may be charged fees or fines for intentional loss or damage to devices assigned to them as a part of a 1:1 initiative.
- Jackson County School District shall assume control of ownership and liability for devices and other equipment purchased under the EDLA grant program until the devices and/or other equipment:
  - No longer serves the school or related school purposes for which it was acquired and is sold by public auction under Section 17-25-25;
  - Is sold to students in Grade 12 under the provisions of Section 37-7-459; or
  - Is traded into a vendor as part of a subsequent purchase
  - Is discarded as allowed by district policy

User Rights and Responsibilities

1. Users 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. Exceptions will be for academic research by a staff member with the approval of school administration. The Jackson County School District uses hardware and software resources to filter websites. The filter assists in the protection of our students by attempting to prevent inappropriate content on the Internet. Even though the district makes every effort to block inappropriate and offensive content, there is no guarantee of blocking such content via the Internet. The School District cannot be liable for events involving the access of inappropriate material. Sites are blocked due categorization made by companies outside control of the School District.

2. Employees, students, and unauthorized visitors shall not use an outside Internet connection, such as using a cellular connection to access the Internet on school premises, as this violates

CIPA compliant. (See Policy IJB)

3. Jackson County School District will fully cooperate with local, state, or federal officials in any investigation related to illegal activities or any other electronic evidence required that would be conducted through the user's Internet account, email accounts, and school computers.

4. While data may be stored on teacher and/or student technology, there are no backups performed by the school or district on a regular basis. Any technology owned by the district may be separated from use at the discretion of the Superintendent at any time.

5. The school district provides email accounts for all employees and students. However, email for students is enabled only at the discretion of the school Principal, through the Assistant Superintendent and Superintendent. All in-bound, out-bound, and deleted emails are being archived and stored for eDiscovery purposes for a period of time determined by the district that also complies with state and federal regulations/compliances. Certain positions in the district may have associated email that would be beneficial to retain after an employee leaves the district. In such cases, only the Superintendent may authorize the retention of the account as well as specify who may access it. Jackson County staff members should refrain from using any email account other than district email when conducting all school related business. By federal law, the use of personal email accounts to conduct school business is subject to discovery.

6. Users should not expect files access or stored on district technology to remain private. Authorized staff may periodically inspect folders and logs or network usage may be kept. 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 student users maintain the right to inspect the contents of their child's user files.

7. Individual schools within the district may create additional guidelines and procedures consistent with and within the boundaries of this policy. Such guidelines and procedures will be appropriate for the electronic information resources being used and the students served at the school.

8. Students may access electronic mail (email) only in response to educational curriculum requirements as assigned by the teacher. Personal use of email for correspondence is not allowed on school technology for Jackson County School District students.

9. Users will report a virus message found on a computer system to the building/school technology assistant or an administrator and disconnect the system from the network immediately.

10. Users will report any security issue of a questionable nature to the proper building administrative authority and/or the system administrator.

11. Use of the Jackson County School District computers and Internet is a privilege, not a right. Unacceptable and/or illegal use may result in denial, revocation, suspension and/or

cancellation of the user's privileges, as well as disciplinary action imposed by school officials.

12. The school district may include a process for the student to appeal the decision to deny, suspend, revoke or cancel Internet privileges.

13. Staff personal technology may be used within the district using wireless technologies for limited and non-educational purposes. However, should the technology be categorized as disruptive, it may be disabled through a centralized means with no warning.

14. Teachers, staff, and administrative personal PCs or laptops will not be connected to the district wired network due to virus issues unless approved by the Director of Information Technology. Visitor notebook computers may be connected to the district wireless network.

15. Employees should understand fraternizing with students via the Internet/Social Media is prohibited. The District realizes social media sites are very popular. Employees should exercise extreme caution if and when posting information to these sites. Once information is posted, it is there for anyone to view and often share with others. All Jackson County School District employees should understand that inappropriate material and/or conduct posted on social media sites can adversely affect the employee's ability to carry out the responsibilities of his or her job.

Use of AI

1. Permitted Use:

a. AI tools may be used only for educational professional purposes in accordance with this policy.

b. Only district-approved AI tools may be used by teachers, staff, or students.

c. The use of AI tools must support the district's educational goals and instructional objectives.

2. Teacher Responsibilities:

a. Teachers must ensure that any use of AI tools in the classroom complies with this policy and all relevant laws and regulations.

b. Teachers must clearly inform students of when and how AI tools are being used in the classroom.

c. AI-generated content used in lesson planning or instruction must be verified by the teacher for accuracy, appropriateness, and alignment with curriculum standards.

d. AI tools shall not replace the value of human interaction, discussion, and feedback in the classroom setting.

3. Student Use and Academic Integrity:

a. Students may only use AI tools under the guidance and supervision of a teacher and only for instructional purposes.

b. Use of AI tools must not violate JCSD's academic integrity policies. Students must

complete assignments in accordance with teacher expectations and honor code guidelines.

c. Misuse of AI tools for cheating, plagiarism, or bypassing assigned learning will be addressed under the district's academic integrity and discipline policies.

4.Data Privacy and Security:

a. The privacy and security of student and staff data must be protected at all times.

b. Any AI tools that collect, process, or store data must comply with the Family Educational Rights and Privacy Act (FERPA), JCSD Board Policies, and all applicable local, state, and federal regulations.

c. Do not enter PII into AI tools.

5. Monitoring and Compliance:

a. The district will monitor the use of AI tools to ensure compliance with this policy. There should be no expectation of privacy.

b. b. Non-compliance may result in disciplinary action, revocation of technology access, or other consequences as outlined in district policies.

Consequences for Failure to Follow Terms and Conditions of the Jackson County School District Appropriate Use Policy

Users of any Jackson County computer system should be aware that they are accessing property of the Jackson County School District and that system is intended for educational purposes. Users agree to the terms and conditions of the Internet Acceptable Use Policy. Users agree to avoid any violation of state or federal laws*. Users are hereby informed that they are entitled to no expectation of privacy in their use of technology resources or access of the Internet. Users' computer usage and Internet access may be monitored at any time. Consequences of violating this policy may include paying for damages, denial of access to technology, detention, suspension, expulsion or other actions applicable under the school disciplinary policy, or state or federal law. At the discretion of the Jackson County School District, law enforcement authorities may be involved and any violations of local, state, and/or federal law may result in criminal or civil prosecution.

State Statutes: Ms. Code, 1972

SEC 97-5-27. Disseminating sexual material to children, penalties
SEC 97-29-45. Obscene electronic and telecommunications, penalties
SEC. 97-45-3. Computer fraud, penalties
SEC. 97-45-5. Offense against computer users, penalties
SEC. 97-45-7. Tampering with computer equipment, penalties
SEC. 95-45-9. Offense against intellectual property, penalties.

Federal Statutes:

18 USCS 2510 (1988) Electronic Communications Privacy Act

18 USCS 1030 (1991) Computer Fraud and Abuse Act

Federal Legislation:

S652: Telecommunications/Communications Decency Act

S984: Parental Rights and Responsibilities Act

Signatures

1. Each user will read the Jackson County Computer/Internet Appropriate Use Agreement that states that they understand and will abide by the terms and conditions as stated.
2. Each user further understands that some Internet violations are unethical or may constitute a criminal offense resulting in legal action and understands that access to the Internet will be supervised by Jackson County School District personnel. Provisions of this agreement will be reviewed with students on an annual basis. Lastly, each user further understands that the Jackson County School District is not responsible for the actions of individual users or the information they may access.
3. The AUP will be signed either physically or electronically by the student, a student's parent, any teacher, administrator, and staff using computers on campus.
4. The AUP must be signed each year.
5. Human Resources will keep a copy of all employee signatures whether electronic or physical. The individual schools will keep a copy of the student signatures in their E-Rate Binders. These must be stored for ten (10) years.
6. This Computer/Internet Appropriate Use Policy is a legal and binding document between the Jackson County School District, its students, faculty and staff, and the administration.

TECHNOLOGY ACCEPTABLE USE POLICY AGREEMENT

Student Agreement

Student agreement signatures are collected as a component of Internet safety training and will be on file in the E-Rate binder at the individual schools.

MS Code	Description
37-11-81	37-11-81

Cross References Code	Description
IJB	CIPA Policy - Acceptable Use

Jackson County School Policy JR

STUDENT RECORDS

ISSUE DATE: 4-9-1998 REVISED DATE: 5-12-2025

Student Records

The Jackson County School District requires that a Mississippi cumulative record be maintained for each student currently enrolled in a school and that permanent records be kept in perpetuity for every person who has enrolled or is enrolled in a school. It is the policy of the Jackson County School District Board of Education that the principal of each school will be the legal custodian of all student records for that school. Contents of these records shall include, but not be limited to, the following:

1. Pupil's legal name and address
2. Pupil's birthdate, as verified by a certified birth certificate
3. Annual attendance record
4. Courses taken and grades or proficiency level earned
5. Health information, including immunization records
6. Results of standardized tests required by the State of Mississippi
7. Date of withdrawal or graduation
8. The date of any expulsion from the school system and a description of the student's act or behavior resulting in the expulsion
9. Any other information determined by the State Board of Education

Active permanent records are to be maintained in a secure and fire-resistant location in each school until the student withdraws or graduates at which time the record may be transferred and/or placed on photographic film or microfilm in a central, fire-resistant depository.

The cumulative record (folder) shall contain the same information as the permanent record, as well as results of standardized tests and other information required by JCSD school board policies or prescribed by the State Board of Education.

Active cumulative records are to be maintained in a secure, fire-resistant location in each school. In the event a pupil transfers to a public school, then the cumulative folder shall be furnished to the head of the school to which the pupil transfers; if a pupil transfers to a private school, then a copy of the cumulative folder shall be furnished to the head of the school to which the pupil transfers. The permanent record shall be kept permanently by the school district from which the pupil transfers.

The district school board may order that cumulative folders, exclusive of the permanent record, may be destroyed after the permanent record is inactive for five or more years. At no time may a permanent record of a student be destroyed.

In an effort to protect the students' records of academic performance, the Jackson County School Board directs principals and counselors to store the permanent and cumulative records in the same location within the school building. State guidelines will be followed in the storing of these records.

The Jackson County School Board further directs the principal to dismiss from school any student whose parents/guardians fail to furnish the school with the following information:

1. Pupil's date of birth, as verified by a certified birth certificate. Any child enrolling in Kindergarten or Grade 1 shall present a certified birth certificate upon enrollment. Any child in Grades 2 through 12 not in compliance at the end of sixty (60) days from the opening of the fall term shall be suspended until in compliance.
2. Parents' address
3. Record of attendance and grades
4. Immunization record
5. Other information as the State Board of Education may prescribe

The day(s) which the student misses as a result of not having this information on file will be unexcused.

To comply with the Family Educational Rights and Privacy Act, the Board has adopted written guidelines (School Board Policy JRAD) which specify which district personnel shall have access to student records for the purposes of planning, implementing and reviewing students' instructional programs. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 35 CFR Part 99.

The following procedure will be used in the recording of grades on a pupil's cumulative and permanent records:

1. In the event a student does not receive credit for a subject because of excessive absences, expulsion, or drops out of school, NC will be recorded in the applicable place on the student's cumulative record and permanent record.
2. When a student completes a subject, the actual grade the student earned will be recorded in the appropriate place on the student's cumulative record and permanent record.

Notwithstanding any of the above provisions, no records which are in the process of being audited by the State Department of Audit, or which are the basis of litigation, shall be destroyed until at least twelve (12) months after final completion of said audits and litigation. '37-15-8

The Mississippi Public School Accountability Process Standard for this policy is 8.

LEGAL REF.: MS Code as cited
Mississippi Public School Accountability Standards
Family Educational and Privacy Act (FERPA)
CROSS REF.: Policies CN Administrative Records, JRA Student Recruitment and Directory Information, JRB Compliance with FERPA

Retention requirements for records

Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of five years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient. Federal awarding agencies and pass-through entities must not impose any other record retention requirements upon non-Federal entities. The only exceptions are the following:

a. If any litigation, claim, or audit is started before the expiration of the 3-year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

b. Records for real property and equipment acquired with Federal funds must be retained for 3 years after final disposition.

Methods for collection, transmission and storage of information

Federal entity should, whenever practical, collect, transmit, and store Federal award-related information in open and machine-readable formats rather than in closed formats or on paper. When original records are electronic and cannot be altered, there is no need to create and retain paper copies. When original records or paper electronic versions may be substituted through the use of duplication or other forms of electronic media provided that they are subject to periodic quality control reviews, provide reasonable safeguards against alteration, and remain readable.

Section E-5

Jackson County School District will give parents the option to "Opt-Out" of the Institution of Higher Learner (IHL) through our SAM7 online student registration.

	Permissions Fields
Field	**Required**
Web Publicity	◉
Newspaper Publicity	◉
Network Use	◉
PII	◉
PE Waiver	○
Yearbook	◉
Corporal Punishment	◉
Armed Forces Recruiters and IHL PII	◉
Paperless Reports	○
Permissions/Waiver Document Upload	○

EQUIPMENT EDGAR 200.313-314):

How does the LEA/Subgrantee define equipment?

Per Jackson County School District (JCSD) policy DPA, JCSD considers equipment that costs at least $500.00 and all highly walkable items.

What are the inventory/equipment procedures, including physical inventory policy (at least once every two years)?

See Section F-2

How does the LEA/Subgrantee conduct sale and/or disposition of equipment, including highest possible return? (Must include a policy for equipment with a value greater than $5,000, even if n/a to the system)?

See Section F-6 and F-7

What are the policy/procedures for adequate maintenance of equipment?

See Section F-4

F. Equipment Management

Section F-1

Jackson County School District Policy DPA

CAPITALIZATION OF FIXED ASSETS

ISSUE DATE: 8-19-1996 REVISED DATE: 6-9-2025

Capitalization of Fixed Assets

The Jackson County School District shall maintain detailed subsidiary records documenting the valuation (cost at date of purchase or fair market value at date of donation) of buildings and equipment under the General Fixed Assets Account Group for an item that costs at least $1000 and all highly walkable items. For a complete listing of required inventory items, refer to the Mississippi Public School Asset Management Manual. Expenditures made for the renovation of buildings and major repairs to buildings that add square footage to the building shall also be capitalized.

The Jackson County School District will not depreciate assets accounted for in the General Fixed Assets Account Group since depreciation is not required by Generally Accepted Accounting Principles. However, should the district account for assets in the Proprietary Fund Group, the straight-line method of depreciation will be used.

The district does not intend to capitalize interest on acquired assets since it is not currently required by Generally Accepted Accounting Principles.

The district will not capitalize infrastructure because it is not presently required by generally-accepted accounting principles.

The School District will use the following fixed asset classification.

1. **Land** - This includes all land owned by the school district.
2. **Buildings** - This includes all buildings owned by the district, such as school buildings, administration buildings, athletic field houses, gymnasiums, and portable classrooms.
3. **Building Improvements -** This includes major roof replacements, complete central heat/air unit and major wiring upgrades for technology/cable systems.
4. **Improvements other than buildings** - This includes athletic fields, lighting, bleachers, and other improvements that cannot be directly associated with a particular building.
5. **Mobile equipment** - This includes all school buses and district-owned automobiles, trucks and vans. This classification also includes all lawn maintenance equipment, tractors, etc.
6. **Furniture and equipment** - This includes all furniture and equipment contained in the buildings of the school district that meet the asset capitalization requirements of the school district.
7. **Leased property under capital leases** - This includes all fixed assets that are being acquired under a lease/purchase agreement.

8. Construction in progress - This includes all buildings and facilities that are currently under construction.

Data elements consist of identifying characteristics that will be recorded for all fixed assets. It is important that the school district initially identify the data elements to satisfy both internal and external reporting requirements. When applicable, the school district will capture the following required data elements for all fixed assets:

1. Major asset class
2. Acquisition date
3. Location Code (refer to SDE codes)
4. Identification tag number
5. Description, including serial and model numbers
6. Acquisition cost
7. Funding source
8. Check/purchase order numbers

The district will tag all fixed assets that are capitalized. It will not be necessary to tag automobiles, trucks, buses or real property. The district may desire to tag assets that are not capitalized. Tags will be different from those used for capitalized assets.

The tag for capitalized fixed assets will contain a number or bar code and the inscription Property of Jackson County School District (JCSD). In addition to the tag, the inventory number and JCSD number will be written on the property with a permanent marker when practical or engraved if necessary. All capitalized assets are to be properly tagged within a reasonable period of time after acquisition of that asset.

The school district will produce the following reports.

1. **Summary of fixed assets**: This report is a fixed asset summary by major fixed asset classification that includes a summary of additions and deletions by major fixed asset classification. This report must be prepared in a monthly basis.
2. **Fixed asset additions**: This report includes a detailed listing of additions by major fixed asset classification. This report must be prepared on a monthly basis.
3. **Fixed asset deletions:** This report includes a detailed listing of deletions by major fixed asset classification. This report must be prepared on a monthly basis.
4. **Detailed listing of fixed assets**: This report is a detailed listing of all fixed assets by major fixed asset classification. This report must be prepared on an annual basis.

The school district business office will be responsible for maintaining the fixed asset accountability system. The business office will record fixed assets using paid invoices at the time of acquisition and each location will pull the Capital Asset report and tag their locations' fixed assets.

The business office will notify the fixed asset manager at each location of the annual inventory deadline. The fixed asset manager will pull the Capital Asset report and verify their inventory. The Attendance Center Assistant Superintendents, Vocational Director, Food Service Director, Special Education Director, Transportation Director, Business Manager, Accreditation/ Federal Programs Director, or other administrators will be responsible for signing the physical inventory

forms to verify the assets listed on the annual inventory that are in their custody.

The Administrator who authorizes the purchase requisition will be assigned stewardship of the fixed asset and will be responsible for reporting all break-ins and thefts of properties to the Sheriff's office and will furnish a copy of the Sheriff's report to the school board.

Write-offs or other adjustments to the fixed asset accounting records, brought about as a result of the physical inventory, must be approved by the school board.

The school board will approve the disposition of properties which are no longer usable or needed by the district and any trade-ins of property used in the purchase of new property prior to any disposition or trade of property. The school board must declare equipment and vehicles surplus before they can be used for spare parts.

Section F-2

Per the **Jackson County School District Policy DPA**, the business office will notify the fixed asset manager at each location of the annual inventory deadline. The fixed asset manager will pull the Capital Asset report and verify their inventory. The Attendance Center Assistant Superintendents, Vocational Director, Food Service Director, Special Education Director, Transportation Director, Business Manager, Accreditation/Federal Programs Director, or other administrators will be responsible for signing the physical inventory forms to verify the assets listed on the annual inventory that are in their custody.

Procedure

The capital assets module of the financial software utilized by the JCSD houses all the district's inventory. In this module the following items for each fixed asset can be found: the description of the equipment, make, model, serial number, acquisition date, cost, vendor, fund source from which the equipment was purchased, physical location by building and room located, JCSD inventory number, the equipment's condition, as well as the disposal date if applicable.

At the end of the school year the federal programs department will send the capital asset reports for all federal programs fixed assets to the fixed asset personnel at each location to verify the assets. Once the fixed asset personnel verifies the fixed assets on the capital asset reports are accounted for, they will send the capital asset reports signed by the principal or director to the federal programs department.

Section F-3

Per the Jackson County School District Policy DPA
The Administrator who authorizes the purchase requisition will be assigned stewardship of the fixed asset and will be responsible for reporting all break-ins and thefts of properties to the Sheriff's office and will furnish a copy of the Sheriff's report to the school board.

Lost or Stolen Property Affidavit

This affidavit can be found on the district website under Business Office > Forms > Fixed Assets and should be completed for all lost or stolen property and sent to the business office for board approval. See a copy of the affidavit below.

BOARD APPROVED STAMP

LOST OR STOLEN PROPERTY AFFIDAVIT

_____
SCHOOL DISTRICT

_____
ADDRESS

_____
ADDRESS

Location of Property: _____ Date: _____

Description	Inventory Number	Report Date Number	Cost or Purchased	Value

_____

Detailed Explanation of Loss: (In case of theft, robbery or mysterious disappearance, show the name of the Sheriff's Office notified and the date the loss was discovered. If such loss was not reported to a Sheriff's Office at the time of the discovery, give a complete explanation of such failure.)

_____

WE HEREBY STATE UNDER OATH THAT THE ABOVE FACTS ARE TRUE AND CORRECT TO THE BEST OF OUR KNOWLEDGE.

_____ _____
Property Manager Date

_____ _____
Employee Responsible for Property Date

THIS DATE PERSONALLY APPEARED BEFORE ME, the undersigned authority, in and for _____ County, in the State of Mississippi, the above named individuals, who, being first duly sworn, state on their oaths that the above facts are true and correct to the best of their knowledge.

GIVEN UNDER MY HAND AND OFFICIAL SEAL, this the _____ day of _____, 20___.

_____ _____
Notary Public Date

Jackson County School District Policy EBCA

VANDALISM PROTECTION

ISSUE DATE: 9-7-1995 REVISED DATE: 11-18-2024

VANDALISM PROTECTION

If any pupil shall willfully destroy, cut, deface, damage, or injure any school building, equipment or other school property, he shall be liable to suspension or expulsion and his parents or person or persons in loco parents shall be liable for all damages. 37-11-19

This school board has the power, authority and duty to suspend or to expel a pupil for misconduct in the school, upon school buses, on the road to and from school, during recess or upon the school playgrounds, and to delegate such authority to the appropriate officials of the school district. 37-7-301 (e)

Citizens, students and law enforcement are urged by this school board to cooperate in reporting any incidents of vandalism in property belonging to the district and the name(s) of the person or persons believed to be responsible. Each employee of this district shall report to the principal of the school every incident of vandalism known to him or her, and, if known, the names of those responsible.

School officials are hereby authorized to sign complaints and to make charges against perpetrators of vandalism against school property, and are further authorized to delegate, as they see fit, authority to sign such complaints and to press charges.

1. A copy of the school district's discipline plan shall be distributed to each student enrolled in the district, and the parents, guardian or custodian of such student shall sign a statement verifying that they have been given notice of the discipline policies of their respective school district. The school board shall have its official discipline plan and code of student conduct legally audited on an annual basis to ensure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions.
2. All discipline plans of school districts shall include, but not be limited to, the following:

   a. A parent, guardian or custodian of a compulsory-school-age child enrolled in a public school district shall be responsible financially for his or 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 a public 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 a 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 of schools or the school attendance officer and be required to attend such

discipline conference: and

d. A parent, guardian or custodian of a compulsory-school-age child enrolled in a public school district shall be responsible for any criminal fines brought against such student for unlawful activity occurring on school grounds or buses.

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

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

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

LEGAL REF.: MS CODE as cited

Procedure

The HR Director will utilize SafeSchools Program to ensure that all JCSD employees are properly trained and/or made aware of **Policy DPA** upon hire. School administrators will oversee the review of **Policy EBCA** with students annually.

The Administrator who authorizes the purchase requisition will be assigned stewardship of the fixed asset and will be responsible for reporting all break-ins and thefts of properties to the Sheriff's office and will furnish a copy of the Sheriff's report to the school board.

Section F-4

Procedure

Technology Maintenance Reports are completed quarterly in July, October, January, & April for all federally funded assets.

Classroom/Office Maintenance Procedures for Technology

Routine maintenance of technology items can help to extend the life and the appearance of the items purchased within the district. Using the below guidelines, Jackson County School District believes it is providing a responsible maintenance schedule for the investment of received federal funds. This schedule should be performed at least 4 times per academic school year (once per nine-weeks). While these procedures may be used for any technology asset at the district, this is required for ALL assets purchased with federal funds.

Computers

Computers whether notebooks or desktops have requirements to keep them up to date. While the update process is maintained in technology, the computers must be turned on to install the updates. If the computers are used on a regular basis, they should automatically be up to date.

However, one can verify this by clicking the start menu, then settings (the gear icon), then click on Update and
security, then on Windows Update. On this screen, you can click on check for updates.

This is the only maintenance of software that should be performed by anyone other than the Information Technology Department. First, dust should be removed from the keyboard and other crevices of the case. Vacuuming is preferred since it removes the dust, but compressed air may be used to dislodge the dust. If using compressed air, the computer should be turned off and unplugged. Areas to vacuum or apply compressed air would include the keyboard, vent holes in desktop cases, and the power supply. When using
compressed air always hold the can in the upright position. Tilting or inverting the can causes the contents to
come out in liquid form and could cause injury. The asset, other than the screen should be wiped down using
an alcohol dampened linen cloth, or a disinfectant wipe. Do not use disinfectant wipes on the screen. If the
screen has no buildup, simply wipe the screen with a dry microfiber cloth. If there is a buildup or stubborn
spot on the screen, the cloth may be dampened with distilled water or a 50/50 solution of white vinegar and
distilled water.

Peripherals

Other peripherals such as mice, headphones, and other items that interconnect with computers and are handled should be cleaned with disinfectant wipes before and after each use.

Printers

Printers should be wiped on the outside only. There is no cleaning that should be done on the inside of a laser
printer.

Promethean Panels and Boards

Promethean panels and boards should use the same process as cleaning LCD Monitors. First, wipe with a dry
microfiber wipe. If there is buildup that is still there, the cloth may be dampened with either distilled water or
a 50/50 solution of white vinegar and distilled water.

There are three Technology Maintenance Reports: Title, SIG, & ESSER
*****See the TITLE Technology Maintenance Report below:**

TITLE Technology Maintenance Report

School or Department:		Please sign below indicating completion of maintenance procedures.
Date :		Printed Name:
		Signature:

Please write the room/bus #, JCSD #, and place a check in each box corresponding to the maintenance performed.

Room/ Bus #	Asset ID (JCSD #)	Removed Dust	Cleaned Screen	Reviewed Peripherals	Cleaned Printer	Cleaned Promethean
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐

Section F-5

Jackson County School District Policy DPA

Write-offs or other adjustments to the fixed asset accounting records, brought about as a result of the physical inventory, must be approved by the school board.

The school board will approve the disposition of properties which are no longer useable or needed by the district and any trade-ins of property used in the purchase of new property prior to any disposition or trade of property. The school board must declare equipment and vehicles surplus before they can be used for spare parts.

Procedure

When a fixed asset becomes obsolete, the fixed asset personnel overseeing the inventory for that location will submit a disposal request in the capital asset module. The business office will review the disposal request and place it on the next scheduled board meeting. Once the disposal items are approved by the school board, the business office will then dispose of the item from the capital asset module of the financial accounting software, then the asset can be properly disposed of.

If it is a federal programs fixed asset then the fixed asset personnel will submit the completed federal programs discard form to the federal programs department.

See the Federal Programs Discard Form below:

Federal Programs Location 71 Fixed Assets to be Discarded

Asset #	Description	Location	Reason for Discard

School/Department Fixed Asset personnel member requesting the discard(s):

Printed Name: _____

Signature: _____

School/Department: _____

Date: _____

*** Please email this form to the Federal Programs Department!

Section F-6

Jackson County School District Policy DPA

Write-offs or other adjustments to the fixed asset accounting records, brought about as a result of the physical inventory, must be approved by the school board.

The school board will approve the disposition of properties which are no longer usable or needed by the district and any trade-ins of property used in the purchase of new property prior to any disposition or trade of property. The school board must declare equipment and vehicles surplus before they can be used for spare parts.

Procedure

When a fixed asset becomes obsolete, the fixed asset personnel overseeing the inventory for that location will submit a disposal request in the capital asset module. The business office will review the disposal request and place it on the next scheduled board meeting. Once the disposal items are approved by the school board, the business office will then dispose of the item from the capital asset module of the financial accounting software, then the asset can be properly disposed of.

When original or replacement equipment acquired with federal funds is no longer needed, obsolete or broken, the equipment may be retained, transferred, sold or disposed of, if it is not needed in any other federally funded project or program. The condition, value and age of the equipment will determine the course of action for the equipment. JCSD will dispose of equipment in a way that ensures the highest possible return for the school district. The JCSD will ensure that records are kept and made available for monitors and auditors as to how the equipment was retained, transferred, sold, or disposed of.

Section F-7

2 C.F.R. 200.313(e)

(2) Except as provided in § 200.312 Federally-owned and exempt property, paragraph (b), or if the Federal awarding agency fails to provide requested disposition instructions within 120 days, items of equipment with a current per-unit fair-market value in excess of $5,000 may be retained by the non-Federal entity or sold. The Federal awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the Federal awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the Federal awarding agency may permit the non-Federal entity to deduct and retain from the Federal share $500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses.

If the equipment is sold, JCSD will advertise and accept sealed bids with a minimum bid established. The capital assets module of the financial software utilized by JCSD computes the gain/loss when an asset is disposed of. It takes into consideration all necessary aspects of the gain/loss calculation. A disposal report can be pulled from this module. This module houses the price determination of the equipment.

If the equipment is sold, Mississippi Code Section 37-7-457 states that all sales of school property under the authority of Section 37-7-455 must be for a cash consideration, and the proceeds must be placed in the maintenance fund of the school district. When the sale of such property is authorized and approved by the school board, the president of the school board shall be authorized and empowered to execute a conveyance of the property upon the terms and for the consideration fixed by the board. The school board shall reserve unto the district all oil, gas and minerals in, on or under the land, and all proceeds derived from royalties upon the reserved mineral interests shall be used as provided by Section 37-7-457.

Section F-8

Procedure

The equipment purchased for Federal Programs is tied to the program through the JCSD financial accounting software system. The capital assets module of the JCSD accounting software houses all the necessary information related to the equipment. It details the description of the equipment, make, model, serial number, acquisition date, cost, vendor, fund source from which the equipment was purchased, physical location by building and room located, JCSD inventory number, the equipment's condition, as well as the disposal date if applicable, the purchase order number and date issued, check number and date issued, and the claim number. The purchase order and purchase requisition for the original purchase of the equipment can also be located in the accounts payable module of the JCSD financial accounting software system.

G. PERSONNEL

Section G-1- G-3

Personnel Systems Controls

Time and Effort Procedures

Federal Staff Certification in compliance with the Office of Management and Budget (OMB) A-87, Appendix B to Part 225, 8(h).

Semi-Annual Certifications

All employees who are 100% federally funded and work on a single cost objective must complete a semi-annual certification. The semi-annual certification must be:

1. Completed at least every six (6) months;
2. Be signed by the employee and the supervisor with direct knowledge of the work being performed;
3. Reflect an after-the-fact distribution of the actual activity; and
4. Account for the total activity for which each employee is compensated.

Personnel Activity Report (PAR)

All employees who are federally funded must complete a PAR that supports the distribution of their salaries/wages that meet the following standards:

1. Reflect an after-the-fact distribution of the actual activity;
2. Account for the total activity for which each employee is compensated;
3. Are prepared monthly & coincide with one or more pay periods; and
4. Are signed by the employee and their immediate supervisor.

Procedures

The Director of Federal Programs and/or Local School/Department Administrators will certify and approve all federally funded employee time and effort system reports (Semi-Annual Certification & PAR).

Each administrator will review time and effort reports monthly. The Federal Programs Coordinator and/or Local School Facilitators will upload the signed documents into Title1Crate and file them in their office.

Using the monthly PAR with a list of activities, local administrators will determine if reconciliation is needed after reviewing all activities performed by the federally-funded employee.

The local administrators will then notify the Federal Programs Department of any non-federally funded work that will need to be reimbursed using district funding.

Semi-Annual Certification Procedures

The school/department designee should retrieve the blank Semi-Annual Certifications off of the Federal Programs website.

The principal/director is to verify the following information is correct:

1. The employee is in a 100% federally funded position for the entire semester.
2. The dates are the first and last working day of the semester for that employee.
3. The position and funding source for that employee is correct.
4. The employee has signed the certification in **blue ink** and dated the last working day of that semester.
5. The principal/director has signed the certification in **blue ink** and dated the last working day of that semester.

****** It is the school/department's responsibility to have a Semi-Annual Certification filled out if an employee that is 100% federally funded leaves before the semester ends. It will need to be dated the last day they worked. The employee and principal/director need to sign it dated the last working day as well.**

Once all information is verified on the semi-annual certification by the principal/director for each employee, the school/department district semi-annual certifications are to be scanned in color and emailed to the Federal Programs Department on the last day of that semester.

The Federal Programs Department will contact the school/department designee and the principal/director with any issues concerning missing certifications or errors.

SIG Semi-Annual Certifications are to be filed in the schools SIG documentation.

School Title Semi-Annual Certifications are uploaded in Title1Crate by the Local School Title I Facilitator for their campus.

District Title Semi-Annual Certifications are uploaded in Title1Crate by the Federal Programs Coordinator. They are filed in the Federal Programs Department Semi-Annual Certifications binder as well.

*****Semi-Annual Certifications are to be done each semester (December and May/June) for all 100% federally funded employees and are due on the last working day of that semester.**

REVISED 8-1-2024

Section G-4 Fringe Benefits

Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick, or military), employee insurance, pensions, and unemployment benefit plans.

Purchase/Procurement (EDGAR 200.318-326 and Uniform Guidance Appendix II to 2 CFR Part 200):

What are the WRITTEN procurement procedures (EDGAR 80.36)?

See JCSD Federal Programs Purchasing Procedures in Section H-1

Who is authorized to make purchases (routine, special, emergency,etc.)?

At the school level purchase requisitions are be submitted for approval by the Title I school secretary

At the district level purchase requisitions are be submitted for approval by the Federal Programs Coordinator

What authorization is required (requisition, purchase order, etc.) including appropriate federal programs supervisor?

At the school level the Title I school principal, the Federal Programs Coordinator, the Director of Federal Programs, the Business Manager and/or designee must authorize all purchases.

At the district level the Federal Programs Coordinator, Director of Federal Programs and the Business Manager and/or designee must authorize all purchases.

When are bids required?

See highlighted E. and F. area in Section H-1

What is the bidding process and acceptance criteria?

Per JCSD policy DJEA

Lowest and Best Bid Decision Procedure see Section D 31-7-13 (d). The results of all competitive bid openings shall be tabulated and presented to the school board at its next regular or special meeting

What exemptions from competitive bidding are in place, if applicable?

See highlighted F area in Section H-1

What is the policy for vendor relations?

See Section H-6, H-7, H-8, and H-9

Procedure

Federally funded employees are provided the same fringe benefit opportunities as non-federally funded employees. These opportunities include but are not limited to medical insurance, life insurance, workers compensation insurance, and a pension. Any benefits paid to federally funded employees are paid at the same percentage as the salary being funded by federal programs.

H. PROCUREMENT

Section H-1

LEA/Subgrantee Procurement Process

Jackson County School District Policy DJEA

PURCHASING AUTHORITY

ISSUE DATE: 12-10-2007 REVISED DATE: 7-14-2025

Purchasing Authority

"Purchasing agent" shall mean superintendent. Pursuant to the authority granted by Section 37- 39-15, Mississippi Code 1972 as amended, this school board hereby designates other individuals as "purchasing agents" subject to the imitations set forth below.
38- In addition to the superintendent, the school board hereby designates the business manager as "purchasing agent" with general authority to negotiate for and purchase the commodities and services necessary for the operation of the school district, within the limits of budget categories and purchasing law.

The purchasing agents of this school board, before entering upon their official duties in such capacity, shall furnish a good and sufficient surety bond in the penal sum of Fifty Thousand Dollars ($50,000.00). Section 37-39-21 (1987)

GENERAL AUTHORITY

All agencies and governing authorities shall purchase their commodities and printing; contract for fire insurance, automobile insurance, casualty insurance (other than workers' compensation) and liability insurance; contract for garbage collection or disposal; contract for sewage collection or disposal; and contract for public construction as provided by law. Section 31-7-13 (For purchase of commodities, see Section 31-7-12.)

1. $5,000.00 or Less purchases which do not involve an expenditure of more than Five Thousand Dollars $5,000.00, exclusive of freight or shipping charges, may be made without advertising or otherwise requesting competitive bids. Provided, however, that nothing contained in this paragraph shall be construed to prohibit any agency or governing authority from establishing procedures which require competitive bids on purchases of Five Thousand Dollars ($5,000.00) or less. Section 31-7-13 (a)
2. Purchases Over $5,000.00 but Not Over $75,000.00 See Section 31-7-13 (b)
3. Purchases Over $75,000.00 See Section 31-7-13(c)
4. Lowest and Best Bid Decision Procedure See Section 31-7-13 (d)

The results of all competitive bid openings shall be tabulated and presented to the school board at its next regular or special meeting.

5. All federal purchases of goods (commodities) between $5,001 to $75,000 and services between $10,001 to $250,000 must have two (2) price quotes from qualified sources. Any federal services over$250,000 will need to follow the competitive bidding process outlined in the Uniform Administrative Requirement (2 CFR 200.320(c)-(d))

6. Federal purchases cannot be done through sole source providers unless:

a. Emergency not permitting delay

b. Awarding agency expressly authorizes noncompetitive proposals

c. After solicitation of number of sources, competition is determined inadequate (must document vendors contacted and result)

Jackson County School District Policy DJEAB

PURCHASING PROCEDURES - EDUCATION ENHANCEMENT FUNDS

ISSUE DATE: 6-19-2000 REVISED DATE: 12-8-2014

Purchasing Procedures

All purchases by this school district which will be paid for with public funds shall be made pursuant to the purchasing laws of the State of Mississippi. (Mississippi Code 31-7-1 et seq.) In addition, the District will adhere to the requirements set forth in Section D of the Financial Accounting Manual for Mississippi Public School Districts, which states, "The person receiving the goods and services by comparison of items received to the items ordered as detailed on the purchase order. The receiving report should be signed and dated once acceptance has been made. In the absence of a receiving report, the vendor's invoice should be signed and dated by the person receiving the goods and/or services once acceptance has been made."

It is the intention of the School Board to purchase competitively without prejudice and to seek maximum educational value for each and every dollar expended.

The School Board shall insure that the school district shall maintain a list of supplies and equipment, including quality specifications when applicable, regularly used in this district. The list shall be used by the School Board in obtaining competitive bids for supplies or equipment to be purchased and shall be available to any interested person. (37-39-5)

In connection with the purchase of necessary supplies or equipment for regular school operations, this School Board may, in its discretion, designate as its purchasing agent or agents such school official or officials as deemed appropriate and may authorize such agent or agents to make purchases of supplies and equipment subject to competitive bid requirements in Section 37-7-1 et seq.

Supplies that are perishable or foods purchased for use in connection with the school lunch and homemaking programs shall be exempted from competitive bid requirements. However,

the School Board shall adopt and place in its minutes definite policies for guidance of the purchasing agent(s) in connection with purchases of perishable supplies or foods which are unstable or variable in price. Such policies shall have the effect of law, and any violations shall be subject to the penalties as provided by law. (37-39-15)

Purchases of items regularly used in connection with school operation shall not be made in small quantities for the purpose of circumventing the law requiring competitive bids or quotations, but shall be purchased by contract whenever feasible. School Boards shall have the authority, however, to award such contracts for supplies or equipment to be delivered to different points in the school district or county, to different bidders, when the best interests of the district or county warrant such action. Reasons for awarding such contracts to different bidders for different areas in the district shall be recorded on the minutes of the School Board. In no event shall the price paid exceed the lowest and best bid received. (37-39-17)

This School Board hereby declares that it is essential to the efficient operation of this school district that adequate supplies of goods and services continue to be available from private sources; that the good name and credit of the district may be promoted by timely and responsible payment of just claims; and that fair compensation be awarded suppliers when payments of their claims are delayed without justification.

The Superintendent or Business Manager and/or designee shall mail or otherwise deliver checks for the payment of goods and services no later than forty-five (45) days after receipt of the invoice and receipt, inspection and approval of the goods or services; however, in the event of a bona fide dispute, the school district shall pay only the amount not disputed.

If a warrant or check, as the case may be, in payment of an invoice is not mailed or otherwise delivered within forty-five (45) days after receipt of the invoice and receipt, inspection and approval of the goods and services, the school district shall be liable to the vendor in addition to the amount of the invoice, for interest at a rate of one and one-half percent (1-1 ½ %) per month or portion thereof on the unpaid balance from the expiration of such forty-five day period until such time as the warrant or check is mailed or otherwise delivered to the vendor. The provisions of this paragraph shall apply only to undisputed amounts for which payment has been authorized. In the case of an error on the part of the vendor, the forty-five-day period shall begin to run upon receipt of a corrected invoice by the school district and upon compliance with the other provisions of this section. The school district shall be responsible for initiating the penalty payments required by this subsection and shall use this subsection as authority to make such payments. Also, at the time of initiating such penalty payment, the school district shall specify in writing an explanation of the delay and shall attach such explanation to the requisition for payment of the penalty or to the file copy of the check issued by the school district, as the case may be.

In the event of a bona fide dispute as to an invoice, or any portion thereof, the dispute shall be settled within thirty (30) days after interest penalties could begin to be assessed, if it were not for the dispute.

If a warrant or check, as the case may be, in payment of an invoice, subject to a prior dispute,

is not mailed or otherwise delivered within thirty (30) days after settlement of the dispute, the school district shall be liable to the vendor, in addition to the amount of the invoice, for interest at a rate on one and one-half percent (1-1 ½ %) per month or portion thereof on the unpaid balance from the expiration of said thirty-day period until such time as the warrant or check is mailed or otherwise delivered to the vendor. At the time of initiating such penalty payment, the school district shall specify in writing an explanation of the delay and shall attach such explanation to the requisition for payment of the penalty or to the file copy of the check issued by the school district, as the case may be. The interest penalty prescribed in this paragraph shall be in lieu of the penalty provided in subsection (3). Section 31-7-305 (1986)

This school district shall monthly notify the State Fiscal Management Board of the number and dollar amount of late payments made by the school district along with the amounts of interest paid and the specific steps being taken to reduce the incidence of late payments.

If the terms of the invoice provide a discount for payment in less than forty-five (45) days, the school district shall preferentially process it and use all diligence to obtain the savings by compliance with the invoice terms, if it would be cost effective. Section 31-7-30 (2) (3) (1986)

Whenever a vendor brings formal administrative or judicial action to collect interest due under this act, the school district shall be required to pay any reasonable attorney's fees if the vendor prevails. Section 31-7-309 (1986)

SALES TAX PAYMENT PROCEDURE FOR ITEMS PURCHASED FOR RESALE

For each and every item purchased by a school or department, regardless of price, that is to be resold to students and/or the public, there shall be paid at the time of purchase full sales taxes (7%) to the vendor from whom the item is being purchased.

1. The rule applies only to those items being resold, i.e., pencils, paper, books, shirts, calendars, candy, candles, etc. Those items consumed in the education process remain tax exempt.
2. Tax is not to be added to the price of an item and collected at the time of resale. The price of an item may be increased to recoup the tax paid.
3. Each requisition, purchase order, and invoice for an item that is to be resold shall have "For Resale" written thereon.
4. Orders for resale items and orders for supplies shall not be included on the same purchase order or requisition.

LEGAL REFERENCE: Mississippi Code, as cited above.

Procedure

When JCSD procures goods and services under a federal grant, in general, the same policies and procedures it uses for procurements from its non-federal funds must be followed. However, the most restrictive of the federal and state purchasing laws apply. All purchases must be reasonable, necessary, fair, and allocable.

See the Claim Docket Submission Checklist for Goods and Services below:

Jackson County School District
Claim Docket Submission Checklist
for Goods and Services

Federal Programs Use ONLY:
File Name: _____
FPC Initials:_____Date:_____
Claim Docket:_____
Claim #: _____
Uploaded in Title1Crate: ☐ Amount: _____

Purchase Order Payment

Please submit the following documents IN ORDER outlined below:

- ☐ Signed invoice
- ☐ Emailed the Purchasing Agent
- ☐ Uploaded invoice in Marathon
- ☐ Emailed the Federal Programs Office
- ☐ PO # _____
- ☐ Last approved requisition
- ☐ School Board approved trip request form with board approved stamp date, if applicable
- ☐ Quote Justification Form, two comparable quotes or two sealed bids with tabulation sheet
- ☐ School Board approved contract and/or product information, if applicable
- ☐ Evidence of receipt of goods or services (packing slips or email if there is not a packing slip
- ☐ Purchase explanation attached, if applicable
- ☐ SAM.GOV information attached for purchases $25,000 & over
- ☐ Asset Number Request Form uploaded in Marathon (**Fixed Asset Purchases only**)

If a Professional Development purchase, please describe the timeline of implementation of knowledge gained from the professional development opportunity:

****CAN THIS PO BE CLOSED?** ☐ YES ☐ NO

REASON THE PO CAN'T BE CLOSED: _____

*****PLEASE SCAN ALL DOCUMENTS TO THE DIRECTOR OF FEDERAL PROGRAMS & THE FEDERAL PROGRAMS COORDINATOR*****

Revised 8/1/2024

Section H-2

Avoidance of Acquisition of Unnecessary or Duplicative Items

Per **Jackson County School District Policy DJEAB** "It is the intention of the school board to purchase competitively without prejudice and to **seek maximum educational value for each and every dollar expended**."

The Director of Federal Programs (FPD) is actively involved in limiting unnecessary or duplicative items when the project application is built. Since the FPD consolidates the requests from each school, the FPD is in the unique position to identify purchases that would be duplicative across schools.

When these situations present themselves, the FPD will consolidate these purchases as much as possible to reduce duplication and sometimes purchase these items out of the district's cost pool.

The FPD actively limits travel to conferences to only a few schools. When those schools return from the conferences they are expected to share what they have learned with other schools within the district.

Section H-3

Analyzing the Procurement Process to Determine the Most Economical Approach

Per Jackson County School District Policy DJEAB "It is the intention of the school board to purchase competitively without prejudice and to **seek maximum educational value for each and every dollar expended."**

"The school board shall insure that the school district shall maintain a list of supplies and equipment, including quality specifications when applicable, regularly used in this district. The list shall be used by the school board in **obtaining competitive bids for supplies or equipment to be purchased** and shall be available to any interested person."

Jackson County School District Policy DJEA

GENERAL AUTHORITY All agencies and governing authorities shall purchase their commodities and printing; contract for fire insurance, automobile insurance, casualty insurance (other than workers' compensation) and liability insurance; contract for garbage collection or disposal; contract for sewage collection or disposal; and contract for public construction as provided by law. Section 31-7-13 (For purchase of commodities, see Section 31-7-12.)

1. $5,000.00 or Less purchases which do not involve an expenditure of more than Five Thousand Dollars $5,000.00, exclusive of freight or shipping charges, may be made without advertising or otherwise requesting competitive bids. Provided, however, that nothing contained in this paragraph shall be construed to prohibit any agency or governing authority from establishing procedures which require competitive bids on purchases of Five Thousand Dollars ($5,000.00) or less. Section 31-7-13 (a)

2. Purchases Over $5,000.00 but Not Over $75,000.00 See Section 31-7-13 (b)

3. Purchases Over $75,000.00 See Section 31-7-13(c)

4. Lowest and Best Bid Decision Procedure See Section 31-7-13 (d)

The results of all competitive bid openings shall be tabulated and presented to the school board at its next regular or special meeting.

5. All federal purchases of goods (commodities) between $5,001 to $75,000 and services between $10,001 to $250,000 must have two (2) price quotes from qualified sources. Any federal services over $250,000 will need to follow the competitive bidding process outlined in the Uniform Administrative Requirement (2 CFR 200.320(c)-(d))

6. Federal purchases cannot be done through sole source providers unless:

a. Emergency not permitting delay

b. Awarding agency expressly authorizes noncompetitive proposals

c. After solicitation of number of sources, competition is determined inadequate (must document vendors contacted and result)

Outside of the above district policies, each school is encouraged to get the best possible price even if the purchase does not require multiple quotes or sealed bids.

Section H-4

Procedure

The school/department or the Federal Programs Department prepares and checks the procurement package then submits the invoice into the JCSD financial accounting system for the business office to review. A complete copy of the procurement package will be kept on file at the school/dept. and/or in the Federal Programs Department. The procurement package includes the signed invoice, packing slips or delivery receipts if applicable, purchase order, purchase requisition, two comparable quotes or contract. Upon receipt at the business office the invoice is reviewed for payment and a claim number is assigned. The invoice information is entered into the JCSD financial accounting system for the upcoming JCSD School Board claim docket. A claim docket check sheet is then printed. The claim docket check sheet includes: vendor name, amount of invoice to be paid, claim number, purchase order number, purchase order date, school board docket date, invoice number, invoice date, invoice status, purchase order status, expense account line and amount of the expense line. The procurement package is then checked against the claim docket check sheet line per line to ensure accuracy of payment to the vendor. Items verified are: vendor name, amount of invoice to be paid, claim number, purchase order number, purchase order date, School Board docket date, invoice number, invoice date, invoice status, purchase order status, expense account line and amount of the expense line. If there is an error it should be corrected before the claim docket is presented to the school board for payment. The procurement package is also reviewed to

make sure all required signatures are on the invoice and that the package is complete and in order. Once this process is complete, the claim is ready to be approved by the JCSD School Board for payment. This process occurs monthly for the preparation of the JCSD School Board docket.

The Federal Programs Department will train all local school/department secretaries/ bookkeepers and Local School Title I Facilitators annually of the federal programs procedures and all required documentation to ensure that a completed procurement package is consistently accurate across the district.

Travel Highlights:

- Travel within those counties considered to be local, but requires an overnight stay, must use the procedures of non-local travel. In order to be eligible for overnight lodging in areas considered as local, the employee must travel a distance greater that 75 miles one way.
- All non-local travel using federal funds must be board approved prior to securing the registration, hotels, airfare, etc. (Use the Travel Request Form found on the Business Office Website).
- Purchase Orders are required for registration fees, hotels, airfare, and rental cars. Purchase Orders should be secured prior to registering or booking.
- One person cannot be reimbursed for all the rooms.
- Travel should be consistent across all attendees.
- Federally funded Travel and Expense Vouchers do not require a signature by the Assistant Superintendent or the Superintendent, just the Director of Federal Programs signature is needed unless the employee being reimbursed is a principal or director. Please send them to the Federal Programs Department with the appropriate claim docket submission checklist & all the pertinent items. The Federal Programs Department will review the travel reimbursement request and obtain the Director of Federal Programs signature. The travel request form does still require all the signatures listed.
- Travel procedures and flowcharts can be found on the Federal Programs website.
- If you have any questions, please contact the Federal Programs Department.

See the Claim Docket Submission Checklist for Travel Reimbursement below:

Jackson County School District
Claim Docket Submission Checklist for Travel Reimbursement

Federal Programs Use ONLY:
File Name: _____
FPC Initials:_____Date:_____
Claim Docket:_____
Claim #: _____
Uploaded in Title1Crate: Amount: _____

Travel Reimbursements	
Name:	School:

- ☐ Travel & Expense Voucher with all required signatures
- ☐ Mileage and mileage verification (Ex. Google Maps,Map quest)
  ***If carpooling, list the names of the employees traveling with you in the notes section below)
- ☐ Itemized Meal Expense Form and itemized meal receipts
- ☐ Hotel receipt showing a zero balance for the room with all employees listed that stayed in the room
- ☐ Taxi/Uber/Shuttle/other transportation receipt
- ☐ Parking fee receipt
- ☐ Other receipts incurred on trip that were School Board Approved
- ☐ Travel Request Form with School Board Approved Stamp
- ☐ Agenda and name badge from the conference, workshop, or training

Notes:

****CAN THIS TRAVEL BE CLOSED?** ☐ YES ☐ NO

*****PLEASE SCAN ALL DOCUMENTS TO THE FEDERAL PROGRAMS DEPARTMENT*****

Revised 7/1/2025

Section H-5

General Purchase Requirements
Federal Cost Principles (Part 200.403-200.405)

Jackson County School District Policy DFC
FEDERAL AID
ISSUE DATE: 5-18-1998 REVISED DATE: 6-9-2025

Federal Aid to School Districts

"The following procedures shall be employed when administering federal programs:

*6. The school district will follow all applicable federal guidelines in determining services that are allowed and will adhere to all restrictions in the approved project applications.

*12. The District will ensure all Title budgets and expenditures for all federal programs are: allocable, reasonable and necessary, meets program intent and purposes, aligned with approved application and amendments on file at MDE, and obligated and liquidated in accordance with the approved plan within the approved grant period according with federal and state law."

Jackson County School District assigns the responsibility of determining expense allow-ability, reasonableness, and allocability to the Director of Federal Programs. The Director of Federal Programs conducts this analysis when reviewing project applications each year and also when approving purchase requisitions that contain federal program funding sources. In addition, the Federal Programs Department reviews purchase requisitions to make sure the purchases are in the approved project application plan.

Section H-6

Contractor Oversight

Competition (Part 200.319)

Procedure

When awarding contracts, the Jackson County School District will ensure that all contracts are appropriately approved by the Jackson County School District School Board of Education, and will contain all applicable provisions stated in the Uniform Guidance (Appendix II to Part 200). Jackson County School District awards contracts only to responsible vendors and contractors possessing the ability to perform successfully as evidenced by contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. To the extent practicable, purchases will be equitably distributed among qualified suppliers, through the solicitation of more than one vendor's proposal or the bidding process. With respect to spending any federal dollars on contracts and/or trainings with consultants, the following procedures will take place:

- Prior approval and confirmation of availability of funds must be obtained from the Federal Programs Department using the monthly snapshots, which are distributed monthly by the Federal Programs Department.
- The Director of Federal Programs, Department Heads, or School Principals and/or designee, will be responsible for soliciting quotes and bids from a variety of vendors to ensure fair and equitable awarding of contracts.

The JCSD district does not:

- place unreasonable requirements on firms in order for them to qualify to do business;
- require unnecessary experience and excessive bonding;
- noncompetitive pricing practices between firms or between affiliated companies;
- noncompetitive contracts to consultants that are on retainer contracts;
- organizational conflicts of interest;
- specifying only a brand name product.

Methods of Procurement to be Followed (Part 200.320

Jackson County School District Policy DJEA

PURCHASING AUTHORITY

ISSUE DATE: 12-10-2007 REVISED DATE: 07-14-2025

Purchasing Authority

"Purchasing agent" shall mean superintendent. Pursuant to the authority granted by Section 37- 39-15, Mississippi Code 1972 as amended, this school board hereby designates other individuals as "purchasing agents" subject to the limitations set forth below.

1. In addition to the superintendent, the school board hereby designates the business manager as "purchasing agent" with general authority to negotiate for and purchase the commodities and services necessary for the operation of the school district, within the limits of budget categories and purchasing law.

The purchasing agents of this school board, before entering upon their official duties in such capacity, shall furnish a good and sufficient surety bond in the penal sum of Fifty Thousand Dollars ($50,000.00). Section 37-39-21 (1987)

GENERAL AUTHORITY

All agencies and governing authorities shall purchase their commodities and printing; contract for fire insurance, automobile insurance, casualty insurance (other than workers' compensation) and liability insurance; contract for garbage collection or disposal; contract for sewage collection or disposal; and contract for public construction as provided by law. Section 31-7-13 (For purchase of commodities, see Section 31-7-12.)

1. $5,000.00 or Less purchases which do not involve an expenditure of more than Five Thousand Dollars $5,000.00, exclusive of freight or shipping charges, may be made without advertising or otherwise requesting competitive bids. Provided, however, that nothing contained in this paragraph shall be construed to prohibit any agency or governing authority from establishing procedures which require competitive bids on purchases of Five Thousand Dollars ($5,000.00) or less. Section 31-7-13 (a)
2. Purchases Over $5,000.00 but Not Over $50,000.00 See Section 31-7-13 (b)
3. Purchases Over $50,000.00 See Section 31-7-13(c)
4. Lowest and Best Bid Decision Procedure See Section 31-7-13 (d)

The results of all competitive bid openings shall be tabulated and presented to the school board at its next regular or special meeting.

5. All federal purchases of goods (commodities) between $5,001 to $75,000 and services between $10,001 to $250,000 must have two (2) price quotes from qualified sources. Any federal services over $250,000 will need to follow the competitive bidding process outlined in the Uniform Administrative Requirement (2 CFR 200.320(c)-(d))

6. Federal purchases cannot be done through sole source providers unless:

a. Emergency not permitting delay

b. Awarding agency expressly authorizes noncompetitive proposals.

c. After solicitation of number of sources, competition is determined inadequate (must document vendors contacted and result)

Section H-7

Monitor Work of Contractors (Part 200.318)

The school or department that makes a purchase request using federal funds is responsible for confirming that the contractor performs in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The school or department confirms the performance by signing an invoice or receiving a document given to it by the contractor. This signed invoice or receiving document is one of several items that make up the procurement file before the contractor is paid.

Section H-8

Contractors Fail to Perform

In the event a contractor fails to perform according to the purchase order or contract, the Jackson County School District (JCSD) will seek one of several remedies:

A. Cancel purchase order or contract in its entirety;

B. Modify purchase or contract to reduce charges consistent with performance received;

C. Delay performance until a further date, however, payment will not be made until performance is completed;

D. File performance claim on contractor's performance bond; or

E. Take legal action to insure performance by contractor

Section H-9

Conflict of Interest (Part 200.318)

No employee, officer or agent of the Jackson County School district (JCSD) shall participate in selection or in the award or administration of a contract supported by federal program funds if a conflict of interest, real or apparent, would be involved. Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award:

A. The employee, officer or agent;

B. Any member of his immediate family;

C. His or her partner;

D. An organization which employs or is about to employ one of the above.

The JCSD employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of material monetary value from contractors, potential contractors, or parties to sub-agreements.

Section H-10

Procurement Files

The Federal Programs Department submits the procurement package to the Business Office. A copy of the complete procurement package will be kept in the Federal Programs Department and stored in the cloud based storage. The procurement package includes the signed invoice, purchase order, last approved requisition, quote justification form, two comparable quotes or two sealed bids with tabulation sheet, board approved contract and/or product information, if applicable, packing slips or delivery receipts, if applicable, and SAM.GOV vendor information for purchases $25,000 and over. Once received into the Business Office, the responsibility for the procurement package shifts to the Accounts Payable personnel. The procurement package is keyed, reviewed, and filed into file cabinets by month in claim number order.

The procurement package is housed at the business office in file cabinets until the external

audit is completed for the fiscal year. The business office entrance is secured by Access Control System. Visitors are screened before access is allowed to the building, unless they have an approved badge. The Business Office is not left unattended during Business Office hours and when the office is closed the doors are securely locked and the alarm system is activated. Once the audit is complete, the procurement package is boxed, labeled and sent to a secure off-site location for storage.

Section H-11

Suspension and Debarment

The Jackson County School District (JCSD) maintains a SAM.GOV account for purchases of $25,000 and over to verify it does not contract with parties that have been suspended or debarred. All vendors awarded contracts are checked against the SAM.GOV database.

I. INDIRECT COST

Section I-1

The Mississippi Department of Education (MDE) calculates the district indirect cost rate for the Jackson County School District (JCSD) each fiscal year based on the U.S. Department of Education requirements. These rates are posted on the MDE website. When preparing grant applications, the district indirect cost amount must not exceed the percentage allowed in the state's calculation. If the JCSD decides to apply an indirect cost rate the Director of Federal Programs must work with the Business Manager and/or designee for the calculation of the indirect cost dollar amount.

If indirect costs are included in the project application, then at the conclusion of the fiscal year the Business Manager and/or designee will apply the indirect cost rate provided by MDE against the district's expenses it considers indirect according to the guidance of determining what is indirect costs per Part 200.414. This indirect cost is applied uniformly across the district's federally funded programs if the grant award permits it.

Section I-2

After the Business Manager and/or designee calculates the indirect costs and performs a journal entry to recognize the indirect costs against Federal Program funds, the Federal Programs Department will review the individual expense line items to ensure that no double charges exist against the Federal Program funds.

In the event that excess indirect costs are identified, the Federal Programs Department and the Business Manager and/or designee will work together to correct the journal entry prior to request for reimbursement against the grant for the indirect expenses.

The above process is only completed if indirect costs are included in the project application.

BUDGET AND BUDGET REVISIONS (EDGAR 200.403-408):

Who is responsible for the budget/revision?

Director of Federal Programs/Federal Programs Department

When is the budget/revision prepared?

Once the comprehensive needs assessment has been submitted

Who must approve the budget/revision (including journal entries)?

Business Manager and/or designee

Where is the approved budget/revision filed in MCAPS?

Inside of the related documents section of each title program.

Who is responsible for line-item transfers and transfers between major budget categories?

The Director of Federal Programs and Business Manager and/or designee

What are the procedures for federal programs budget changes or revisions?See revision IN Section J-1

What are the procedures for allowability of cost?

See Section A

J. BUDGETING AND ACTIVITIES

Section J-1

BUDGET PREPARATIONS

Jackson County School District Policy DFC
FEDERAL AID

ISSUE DATE: 5-18-1998 Revised: 6-9-2025

FEDERAL AID TO SCHOOL DISTRICTS

The Jackson County School Board strives to provide the best educational opportunities possible for the children in the district by seeking as many sources of revenue as possible to supplement the funds provided by local taxation and the basic aid program offered by the state.

Therefore, the district shall participate in federal financial assistance programs which provide direct educational and auxiliary services or opportunities to students enrolled in the school. The following procedures shall be employed when administering federal programs:

1. Federal funds will not be used for partisan political activity of any kind by any person or organization involved in the administration of federal-assisted programs. Prohibited expenditures shall include but not limited to the purchase of partisan political materials, contributions to any candidate for public office, and use of school property, equipment or employees in support of a candidate(s).
2. No person shall, on the grounds of race, sex, color, national origin, age, religion or disability, be excluded from participation in or be subjected to discrimination in any program or activity funded, in whole or in part, by federal funds.
3. The local school district may use federal funds so restricted (i.e. - Title I, Title1003a) only to supplement and to the extent practical, increase the level of nonfederal funds that would, in the absence of federal funds, be made available for the education of pupils participating. In order to assure equitable distribution of funds, the school district will not use federal funds so restricted to provide services to students that the district is required to furnish.
4. A school district management system will require that federal draws be made to minimize the time elapsed between the transfer of funds from the State Department of Education and the disbursement of funds by the local school district.
5. The school district will observe all applicable state and federal laws and guidelines regarding receipts, expenditures, accounting and reports for materials and equipment received from federal funds.

6. The school district will follow all applicable federal guidelines in determining services that are allowed and will adhere to all restrictions in the approved project applications.

7. The combined fiscal effort per student or the aggregate expenditures of the district from state and local funds for free public education for the school year will be at least ninety (90) percent of the combined fiscal effort per student or aggregate expenditures for the preceding year, unless specifically waived by the state.

8. Title I, P.L. 94-142, P.L. 99-457, and P.L. 89-313 funds will be used to provide programs which, taken as a whole, are at least comparable to services being provided in areas not receiving Title I funds.

9. The Title I project will be based on an annual assessment of educational needs.

10. Parental involvement and support will be encouraged and implemented as required by federal guidelines in all federal programs. Parents/guardians will be asked to participate in and will be kept abreast of their child's instructional progress in all federal programs.

11. JCSD will enter all approved Mississippi Department of Education (MDE) Title budgets and budget amendments into its accounting software as required by MDE to ensure alignment and tracking of federal funds approved by MDE.

12. JCSD will ensure all Title budgets and expenditures for all federal programs are: allocable, reasonable and necessary, meets program intent and purposes, aligned with approved application and amendments on file at MDE, and obligated and liquidated in accordance with the approved plan within the approved grant period according with federal and state law.

13. JCSD will adhere to all guidelines prescribed in Office of Management and Budget (OMB) Circular A-87, Appendix B.8.h regarding compensation for personal services which states, "Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least monthly and/or semi-annually and will be signed by the employee and supervisory official having first-hand knowledge of the work performed by the employee.

Legal Reference: Mississippi Code Section 37-7-301

References: Improving America's School Act; P.L. 94-142, P.L. 99-457, P.L. 89- 313;

Accreditation Requirements of the State Board of Education, Bulletin 171, (1997) OMB

Circular A-87, Federal Administration section of 34 CFR 80.20(b)(4) and 80.30; OMB Circular

A-87, Appendix B.8.h

Budget preparation, approval and revision procedures Preparation and Approval

1. The Director of Federal Programs will base the budget on the needs identified on the Comprehensive Needs Assessment (CNA). The CNA information will be based on academic achievement for all students in the school, particularly the needs of those students who are failing, or at risk of failing, to meet the challenging state academic standards. This plan must be developed over a one-year period.

2. The Vision team, which consists of parents, Teacher Assistants, Teachers, Representatives from each Education Department, & Principals from each campus, meet and use the data from the CNA.

3. The Director of Federal Programs prepares the budget and it's reviewed with Title I School Principals, Director of Curriculum and Instruction, Business Manager and/or designee, Assistant Superintendent of Curriculum and Instruction, and Superintendent.

4. Notify the public of the Funding Year Plan and submit for JCSD School Board approval.

5. Submit to Mississippi Department of Education (MDE) for approval.

Revision

1. The Director of Federal Programs and/or designee will meet with the schools who need revisions and have a justification for that revision.

2. The Director of Federal Programs and/or designee reviews the plan to see if the plan needs to be adjusted.

3. If adjustments are necessary the Director of Federal Programs and/or designee then makes the revision in Mississippi Grant Informational System.

4. The Director of Federal Programs and/or designee submits it for approval to the Business Manager and/or designee.

5. After approval from the Business Manager and/or designee, it then gets submitted to the Mississippi Department of Education (MDE).

6. After approval from MDE, it then gets submitted to the Superintendent for approval.

Section J-2

The Building Principals will submit a Budget Narrative Form to the Director of Federal Programs. In the narrative, they will explain their annual education needs assessment. If the Director of Federal Programs approves the need, then it is input in the Mississippi Grant Information System.

See the FY26 Title I Budget Narrative below:

Section II-E FY26 Title I, *Budget Narrative* **FY26 Title I Plan School-wide BUDGET NARRATIVE**

District: Jackson County School District School: _____

Indicate the use of funds.

The following categories should be used: Supplies, Travel, Contractual, Salaries/Benefits, Administration, Equipment, and Others. Use the description column to detail the computations used to arrive at the total amount indicated for each category. This information should include a detailed description of the costs and a clear, concise description of the computations used to arrive at the total amounts indicated. A sample budget is provided on the previous page. ***Expenditures should reflect cost district-wide (to include Central Office and all schools).***

CATEGORY	AMOUNT	DESCRIPTION
SALARIES / BENEFITS (100-199) / (200-299)		
Purchased Professional and Technical Services (300-399)		
Purchased Property Services (400-499)		
Other Purchased Services (500-599)		
SUPPLIES – Supplies (600-699)		
EQUIPMENT – Property (700-799)		
Other Objects (800-899)		
Other Use of Funds (900-999)		
TOTAL	**$**	

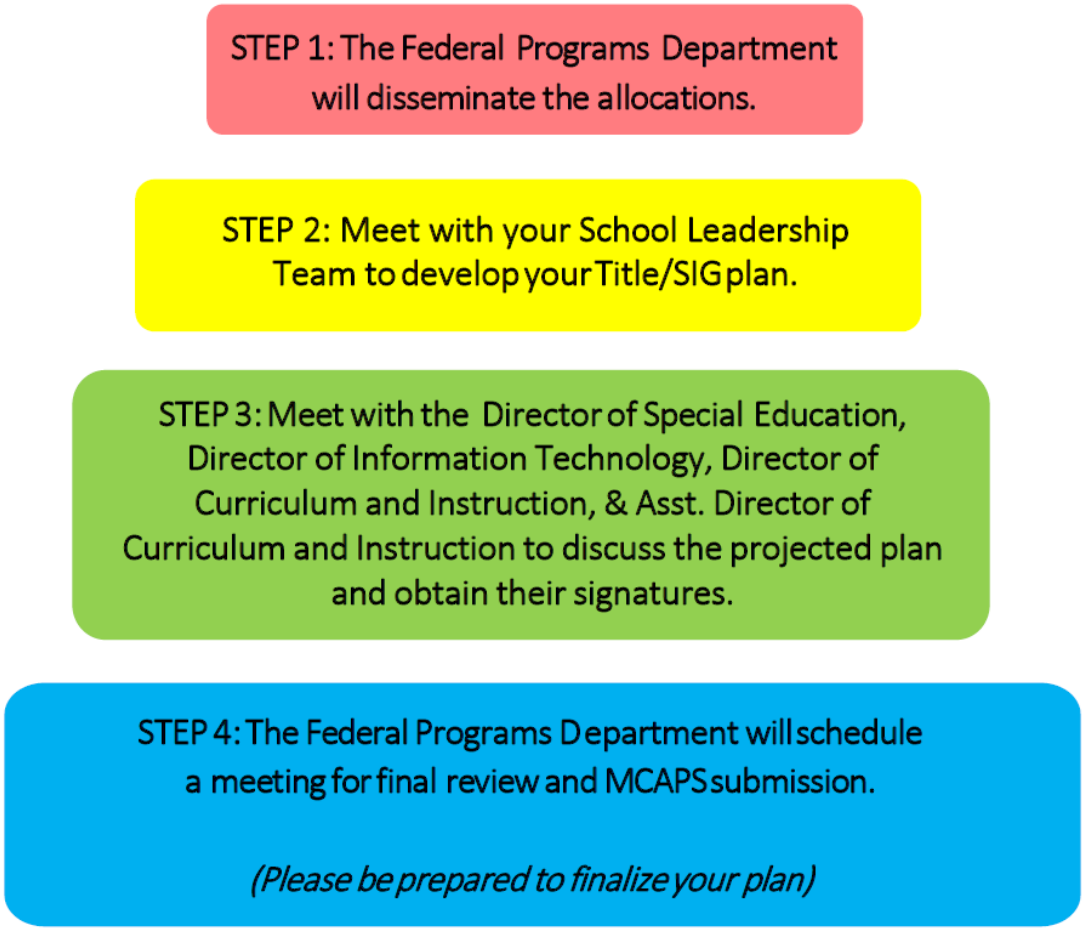
SIGNATURES NEEDED:

Principal: _____ Director of Special Education: _____

Dir. of Curriculum & Instruction: _____ Dir. of Information Technology: _____

Asst. Sup. of Curriculum & Instruction: _____ Director of Federal Programs: _____

TITLE/ SIG BUDGET NARRATIVE FLOW CHART



Section J-3

The Director of Curriculum and Instruction will oversee the instructional programs that are being implemented at the school level based on their school assessments of educational needs. Also, the Director of Federal Programs will meet with each Principal/ Director to evaluate the programs and activities that are being implemented based on their Comprehensive Needs Assessment. Parental involvement and support will be encouraged and implemented as required by federal guidelines in all federal programs. Parents/guardians will be asked to participate in and will be kept abreast of their child's instructional progress in all federal programs. Each school year the Director of Federal Programs sends out a parent survey to be completed online.

Procedure

During Principal Meetings where the Director of Curriculum and Instruction, the Director of Federal Programs, and all principals are present to discuss all instructional activities; additionally, individual meetings will be held with the principals to discuss supplemental activities in the school LEA plan.

Section J-4

Federal funded expenditures are supplemental to schools' budgets. Federal funds are only used to supplement and, to the extent practical, increase the level of funds that would, in the absence of federal funds, be made available from non-federal sources for the education of students participating in federal programs. Title I funds are not used to take the place (supplant) of local, state, or other federal funding and are not provided to participating Title I children when the same services are provided to non-Title I children with non-federal funds.

The programs/activities provide supplemental services to programs that are required by federal, state, and local law. Federal funds do not support programs that were paid with state or local funds unless there has been evidence of precipitous decline. The Federal Programs Director approves all expenditures to ensure supplanting is not taking place.

Section J-5

Revision

1. The Federal Programs Department will meet with schools who need a revision and have a justification for that revision.

2. The Federal Programs Department reviews the plan to see if the plan needs to be adjusted.

3. If adjustments are necessary the Federal Programs Department then makes the revision in Mississippi Grant Information System.

4. The Federal Programs Department submits it for approval to the Business Manager and/ or designee.

5. After approval from the Business Manager and/or designee, it then gets submitted to the Mississippi Department of Education (MDE).

6. After approval from MDE, it then gets submitted to the Superintendent for approval.

Procedure

The Federal Programs Department will hold a meeting with all schools/departments to discuss revisions of all federal budgets. Monthly Snapshots are emailed to the school/ department to aid in determining their short falls or overages.

See the JCSD Federal Programs Revision Form below:

Grant and/or revision number:

(Ex: FY26 Title, Revision 1)

Category/Activity					School/Dept Name:				
Function	Program	Object	Unit	Modifier	Last Approved Amount	Amount Subtracted	Amount Added		Modification Description (Reason for Revised Amount)
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
								$ -	
					$ -	$ -	$ -	$ -	
							$ -	$ -	

Section J-6

Cost Effectiveness and Sustainability

Jackson County School District (JCSD) will be implementing strategies to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards, use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. This may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Procedure

The Federal Programs Department will train all school/department secretaries/ bookkeepers annually on how to complete the JCSD Quote Justification Form, JCSD Claim Docket Submission Checklist, and all required documentation to ensure that a completed procurement packet is consistently accurate across the district.

The LEA conducts an annual Comprehensive Needs Assessment that prompts feedback from all JCSD students, staff, & parents concerning the effectiveness and fiscal feasibility of program activities. These results are compiled as a program needs assessment, which drives budget development each year. The Director of Federal Programs will share results from the Annual CNA with the JCSD Administration and place it on the Federal Programs website.

See the Title/SIG Quote Justification Form below:

Jackson County School District Federal Procurement
TITLE/SIG Quote Justification Form

If the purchase is $25,000 or more you will need to request the SAM.GOV vendor information from the Federal Programs Office

Vendor Name: _____ Expiration Date: _____

(Check one selection below and make sure to attach purchase explanation)

Is this purchase price considered to be reasonable based on:

☐ Research ☐ Experience ☐ Purchase history ☐ Other information (Attach explanation)

Is this purchase in the Title/SIG school/department plan? ☐ YES ☐ NO

Is this purchase an allowable Title/SIG expense? *See Federal Programs manual* ☐ YES ☐ NO

Have you compared this purchase with similar products or services to obtain the best price? (Two comparable quotes are required) ☐ YES ☐ NO

1st Quote		2nd Comparable Quote	
Vendor Name:	Total Amount Quoted:	Vendor Name:	Total Amount Quoted:

If trip or contract, date of school board approval and dates of contract:

Notes:

Funding source codes and cost

Funding source code: _____ Amount: _____

Funding source code: _____ Amount: _____

Funding source code: _____ Amount: _____

Purchase Justification

1. Please provide specific language from your Title/SIG plan on the justification for this purchase:

2. If this purchase is for PD training, please explain how this training will be utilized and what funds were used in the past for this purchase:

Principal/Asst. Sup/Director's Printed Name:	Signature:	Date:
Director of Federal Programs Printed Name:	Signature:	Date:

REVISED 8/1/2024

See the Claim Docket Submission Checklist for Goods and Services below:

Jackson County School District
Claim Docket Submission Checklist
for Goods and Services

Federal Programs Use ONLY:
File Name: _____
FPC Initials:_____Date:_____
Claim Docket:_____
Claim #: _____
Uploaded in Title1Crate: ☐ Amount: _____

Purchase Order Payment

Please submit the following documents IN ORDER outlined below:

- ☐ Signed invoice
- ☐ Emailed the Purchasing Agent
- ☐ Uploaded invoice in Marathon
- ☐ Emailed the Federal Programs Office
- ☐ PO # _____
- ☐ Last approved requisition
- ☐ School Board approved trip request form with board approved stamp date, if applicable
- ☐ Quote Justification Form, two comparable quotes or two sealed bids with tabulation sheet
- ☐ School Board approved contract and/or product information, if applicable
- ☐ Evidence of receipt of goods or services (packing slips or email if there is not a packing slip
- ☐ Purchase explanation attached, if applicable
- ☐ SAM.GOV information attached for purchases $25,000 & over
- ☐ Asset Number Request Form uploaded in Marathon (**Fixed Asset Purchases only**)

If a Professional Development purchase, please describe the timeline of implementation of knowledge gained from the professional development opportunity:

****CAN THIS PO BE CLOSED?** ☐ YES ☐ NO

REASON THE PO CAN'T BE CLOSED: _____

*****PLEASE SCAN ALL DOCUMENTS TO THE DIRECTOR OF FEDERAL PROGRAMS & THE FEDERAL PROGRAMS COORDINATOR*****

Revised 8/1/2024

K. ALLOCATIONS

Section K-1

Sub-Award Applications

Jackson County School District (JCSD) will follow the guidelines set by the Federal, State, & Local funds by the following:

1. Counselors will submit the Average Daily Attendance (ADA) enrollments to their Building Principal.
2. The Building Principal will submit the ADA enrollment to the Assistant Superintendent.
3. Assistant Superintendents will evaluate the student/teacher ratio and other needs based on the ADA enrollments to determine how many teacher units they need. Once the determinations are made they will submit it to the Director of Federal Programs and Business Manager and/or designee. The Director of Federal Programs will review their request and determine the federal funds supplement used in state and local funds. The Business Manager and/or designee will review/approve all other non- personnel/student supply needs.
4. The Superintendent will then review and submit the final determination to the School Board for approval.

Section K-2

TITLE 1 WITHIN - DISTRICT ALLOCATIONS

Determining School Allocations

Jackson County School District (JCSD) must determine which school attendance areas are eligible to participate in Title I Part A. The ranking is based on the percentage (not the number) of low-income children in each school based on the March free/ reduced lunch count.

- Percent poverty for each school is typically determined by comparing the number of children attending each school Average Daily membership (ADM) with the number of low-income children for the same school (i.e., those eligible for free or reduced-price lunch based on household applications). Children included in the counts must be the total number of students in the school based on the school grade span designation (e.g., K-5, PK-5, 9-12, etc.).

- Districts may choose to use Direct Certification data for all schools or just for the schools that will participate in the Community Eligibility Provision (CEP).

- Schools are to be ranked from high to low.

JCSD must reserve the amounts generated by private school children from low-income families who reside in participating public school attendance areas to provide services to eligible private school children.

All schools above 75% must be served (i.e., provided with an allotment) unless comparable services can be demonstrated or all schools in the district are above 75%. This must happen prior to serving any schools below 75% poverty. Once the schools above 75% are served, the district may serve any other schools in rank order down to those at or above 35% poverty. When deciding which schools to serve under 75%, JCSD has the option to:

(1) continue serving schools in the district-wide ranking; or

(2) serve schools in rank order by grade span groupings (e.g., K-5, K-8, etc.). Schools must not be skipped within the rank order method selected by JCSD.

School Allocations

Once JCSD decides which schools to serve, a minimum allocation is determined for each school. The minimum allocation calculated by allotting the minimum Per Pupil Allocation (PPA) for every low-income student enrolled in the school. Typically, not all schools who qualify for Title I funding are served, which means the amount allocated to the schools will be greater than the minimum required allocation.

School Wide Programs

School Wide Program (SWP) are outlined in Section 1114 of ESSA. This model allows the most flexibility in the use of Title I funds. In order to operate a SWP, the school must be at least 40% poverty and must have a SWP that addresses the required SWP components.

1. **Opportunities for all children** – SWP must include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children to meet the challenging state academic standards. Particular focus should be given to the subgroups of students viewed for accountability purposes: economically disadvantaged, students from major racial and ethnic groups, children with disabilities, and EL's.

2. **Strong, well-rounded program** – The SWP must use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a "well-rounded education."

3. **Allowable activities** – The SWP must address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities that may include:

Counseling, school-based mental programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in

high school (such as AP, IB, dual, or concurrent enrollment, or early college high schools);

Implementation of a school-wide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under IDEA.

Providing professional development and other activities to teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and

Strategies to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under Title II, or state-run preschool programs to elementary school programs.

In addition to a description of these program components, it is essential that the SWP plan identify every specific federal, state, or local program that is consolidated in the SWP. Because the SWP enjoys flexibility for those programs combined in the SWP, the plan must clearly identify each program that is combined so that auditors or program reviewers have no questions about the extent of this flexibility. The importance of this list of consolidated programs cannot be overstated.

Procedure

We have individual meetings with schools that receive federal funds to discuss financial needs for supplemental instructional activities with an agenda, sign in sheet, and meeting notes.

L. MAINTENANCE OF EFFORT (MOE)

Section L

MOE Calculation/Review Process

Maintenance of Effort Procedures

Maintenance of effort (MOE) is a fiscal calculation for two consecutive years to demonstrate that school district expenditures from Local and State funds meet or exceed the required amount necessary for all federal funding. The procedure ensures that all federal funds are used by the district to provide educational services that are additional to the regular services provided through Local and State funds.

Monitoring Process

The district will monitor district and federal expenditures by location to ensure maintenance of effort is met. The Business Manager and/or designee, Assistant Superintendent, Superintendent, Federal Programs Department, and Federal Programs Director will review budgets bi-annually.

Expenditures

The Mississippi Department of Education considers the district's state and local fund expenditures including those for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of facilities, fixed charges, food service and pupil services. Expenditures to be excluded expenditures for community services, capital outlay, debt service or supplemental expenses made because of a presidentially declared disaster are not to be included in the determination. Any expenditure made from funds provided by the Federal government is to be excluded.

Fiscal requirements

Four fiscal requirements related to the expenditure of regular State and Local funds must be met by the district. The district must:

1. Maintain State and local effort;
2. Provide services in project areas with State and Local funds that are at least comparable to services provided in areas not receiving Part A services; and
3. Use Part A funds to supplement, not supplant regular non-Federal funds.
4. Monitor district and federal expenditures by location to ensure maintenance of effort is met. The Business Manager and/or designee will review budgets throughout the year.

Failure to Meet the Requirement

If a district fails to meet the MOE requirement, Mississippi Department of Education (MDE) must reduce the amount of funds allocated under the programs covered by the

MOE requirement. In any fiscal year in the exact proportion by which the district fails to maintain effort by falling below 90 percent of either the combined fiscal effort per student or aggregate expenditures through which method is most favorable to the district.

Waiver

MDE may waive the MOE requirement in the cases of exceptional or uncontrollable circumstances such as a natural disaster; or a precipitous decline in the financial resources of the district.

Waiver Process:

1. MDE will contact the district if MOE is not met.
2. The district will notify MDE if they want to request a waiver.
3. MDE will request waivers on behalf of the district
4. MDE will notify the district of the status of the waiver.

Procedure

The calculation of MOE is to be done every year during the budgeting process by the Business Office.

In the spring of the fiscal year, the Business Office and Federal Programs Department work together to estimate if MOE is on track to be met at the end of the year.

If it is not on track due to unexpected changes in personnel or other items, then an amendment to the plan is made to accommodate MOE by year end.

M. COMPARABILITY

Section M-1

Comparability Calculations

Title I Comparability – Equivalency of Staff, Resources and Supplies

To meet the comparability requirements contained in any Federal Grant Assurances, it shall be the policy of the Jackson County School District (JCSD) to adhere to the following as noted in JCSD Policy DFC #8 (See below):

1. Maintain equivalency among schools in the allocation of teachers, administrators, and auxiliary personnel.
2. Maintain equivalency among schools in the provision of curriculum materials and instructional supplies.
3. Maintain a district-wide salary schedule.
4. Allocate all resources to schools on an equitable basis based upon the projected student enrollment for the ensuing school year, the grade level of the school, the unique needs of the specific school community and the instructional program to be served. The superintendent or his/her designee shall develop procedures for compliance with this policy and shall maintain records that are updated biennially documenting the district's compliance with this policy.

Jackson County School District Policy DFC

FEDERAL AID

ISSUE DATE: 5-18-1998 REVISED DATE: 6-9-2025

The Jackson County School Board strives to provide the best educational opportunities possible for the children in the district by seeking as many sources of revenue as possible to supplement the funds provided by local taxation and the basic aid program offered by the state.

Therefore, the district shall participate in federal financial assistance programs which provide direct educational and auxiliary services or opportunities to students enrolled in the school. The following procedures shall be employed when administering federal programs:

1. Federal funds will not be used for partisan political activity of any kind by any person or organization involved in the administration of federal-assisted programs. Prohibited expenditures shall include but not limited to the purchase of partisan political materials, contributions to any candidate for public office, and use of school property, equipment or employees in support of a candidate(s).

2. No person shall, on the grounds of race, sex, color, national origin, age, religion or disability, be excluded from participation in or be subjected to discrimination in any program or activity funded, in whole or in part, by federal funds.

3. The local school district may use federal funds so restricted (i.e. - Title I, Title 1003a,

etc.) only to supplement and to the extent practical, increase the level of non federal funds that would, in the absence of federal funds, be made available for the education of pupils participating. In order to assure equitable distribution of funds, the school district will not use federal funds so restricted to provide services to students that the district is required to furnish.

4. A school district management system will require that federal draws be made to minimize the time elapsed between the transfer of funds from the State Department of Education and the disbursement of funds by the local school district.

5. The school district will observe all applicable state and federal laws and guidelines regarding receipts, expenditures, accounting and reports for materials and equipment received from federal funds.

6. The school district will follow all applicable federal guidelines in determining services that are allowed and will adhere to all restrictions in the approved project applications.

7. The combined fiscal effort per student or the aggregate expenditures of the district from state and local funds for free public education for the school year will be at least ninety (90) percent of the combined fiscal effort per student or aggregate expenditures for the preceding year, unless specifically waived by the state.

8. Title I, P.L. 94-142, P.L. 99-457, and P.L. 89-313 funds will be used to provide programs which, taken as a whole, are at least comparable to services being provided in areas not receiving Title I funds.

9. The Title I project will be based on an annual assessment of educational needs.

10. Parental involvement and support will be encouraged and implemented as required by federal guidelines in all federal programs. Parents/guardians will be asked to participate in and will be kept abreast of their child's instructional progress in all federal programs.

11. The District will enter all approved MDE Title budgets and budget amendments into its accounting software as required by MDE to ensure alignment and tracking of federal funds approved by MDE.

12. The District will ensure all Title budgets and expenditures for all federal programs are: allocable, reasonable and necessary, meets program intent and purposes, aligned with approved application and amendments on file at MDE, and obligated and liquidated in accordance with the approved plan within the approved grant period according with federal and state law.

13. The District will adhere to all guidelines prescribed in OMB Circular A-87, Appendix B.8.h regarding compensation for personal services which states, "Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least monthly and/or semi- annually and will be signed by the employee and supervisory official having first-hand knowledge of the work performed by the employee.

Legal Reference: Mississippi Code Section 37-7-301 References: Improving America's School Act; P.L. 94-142, P.L. 99-457, P.L. 89313; Accreditation Requirements of the State Board of Education, Bulletin 171, (1997) OMB Circular A-87, Federal Administration section of 34 CFR 80.20(b)(4) and 80.30; OMB Circular A-87, Appendix B.8.h

Procedure

An agenda from discussions with the Assistant Superintendents & Superintendent to discuss teacher unit allocations will be provided to the Director of Federal Programs. The agenda will include meeting notes which show comparability in teacher allocations among all federally funded schools. Demonstrating comparability is a prerequisite for receiving any federal funds. Because allocations are made annually, comparability is an annual requirement. JCSD will develop written procedures for complying with the comparability of services requirements and implement those procedures annually. The comparability report is submitted annually to the Mississippi Department of Education (MDE) Office of Federal Programs. The comparability requirement does not apply if the JCSD has only one building in each grade span. JCSD may also exclude schools with one hundred or fewer students from its comparability determinations. The certifying official must be a district administrator whose salary is not paid by federal funds.

1. Comparability Compliance: It is the responsibility of the JCSD Office of Federal Programs to ensure that JCSD remains in compliance with the comparability requirement set forth in ESEA Section 1120A(c). To be eligible to receive federal funds, JCSD must use state and local funds to provide services in federally funded schools that are at least comparable to services provided in non-federally funded schools. If JCSD serves all of its schools with federal funds within a particular grade span, JCSD must use state and local funds to provide services that are substantially comparable in each school.
2. Deadlines: JCSD shall perform the comparability calculations annually. It is essential that the calculations be made as close to the beginning of the school year as possible, but in no event later than (Date To Be Determined) to allow for any necessary reallocation of resources with minimum disruption to students should any school be found not to be receiving comparable services. When submitting the comparability report to MDE annually, JCSD will follow the MDE deadline for reporting.
3. Determining schools to be included: The JCSD Federal Programs Office will determine which public schools are a part of JCSD are to be included in making comparability calculations. Refer to the MDE Comparability Handbook for Title I Schools for additional details regarding schools to be included and the USDE Non Regulatory Guidance, Title I Fiscal Issues.
4. Actual data: JCSD must use actual and reliable data from schools to make the calculation. Student enrollment and instructional staff full- time equivalent (FTE) data used to compute comparability are collected between the dates of September 1st-30th annually and submitted to MDE, Office of Federal Programs. JCSD determines if students will be counted as either "weighted" or "unweighted" FTE. The documents needed, such as staff directories, staff schedules, instructional staff FTE

documentation/spreadsheets, building resource schedules, enrollment data, payroll records, free and reduced lunch data, etc., will be collected. JCSD should include in their written comparability procedures how JCSD will determine which instructional staff and/or the instructional supplies and materials to be used in comparability calculations.

* For example, JCSD uses the pupil-teacher ratio option procedures and should specify or define instructional staff (excluding federally-funded staff) to be used in comparability calculations. JCSD should consistently include the categories of staff members in the ratios for both federally and non-federally schools. Instructional staff may include teachers and other personnel assigned to schools who provide direct instructional services, such as music, art, and physical education teachers, guidance counselors, speech therapists, and librarians, as well as other personnel who provide services that support instruction such as school social workers and psychologists. Whether paraprofessionals are included in comparability determination depends on procedures JCSD has developed. Consistent with the requirement in federal funds paraprofessionals supported with federal funds may only provide instructional support under the direct supervision of a teacher, JCSD should consider carefully whether a paraprofessional supported with state and local funds should be considered as an instructional staff member in comparability determinations. If JCSD determines to include paraprofessionals, paraprofessionals who assist in the instruction of students should only be counted as half of a full- time equivalency (.5 FTE). In addition, JCSD should take care not to include paraprofessionals not involved in providing instructional support in its comparability determinations.

* JCSD should also specify in their written procedures those staff paid with state and local funds that are to be excluded from the comparability calculations. Excluded staff should include staff paid from private funds and those that do not provide direct instructional services such as cafeteria workers, custodians, nurses, playground aids, student teachers, and volunteers, etc.

5. Method: Comparability will be established using the MDE Forms(s) online template and one of the methods identified below. JCSD has flexibility in selecting which method will be used and it must be uniformly applied district-wide.

* If the Assurance ensures the internal process that (a) ensures salaries are comparable in all schools, (b) confirms schools are equivalent in teachers, administrators, and other staff, and (c) verifies curriculum/instructional materials and supplies are equivalent.

* If the pupil-teacher ratio option is selected, then ensure the procedures include a definition of non-federal instructional staff.

* If the instructional materials option is chosen, then ensure the procedures include a definition of instructional materials.

6. Reallocation: If the calculation indicates that a school is not receiving comparable services, notify the Superintendent immediately. JCSD will then take

immediate steps to reallocate resources as early in the school year as possible and with minimum disruption to the learning environment. If any federally funded school is not comparable, then JCSD must adjust school resources to achieve comparability in the same school year. Appropriate steps may include, but are not limited to, reallocation of materials or supplies, or reassignment of personnel.

The Superintendent, Director of Federal Programs, Federal Programs Department, Director of Human Resources, and Business Manager and/or designee will meet to discuss effective means to become compliant with comparability. Appropriate adjustments to personnel, equipment, and other material for ensuring compliance with federally funded comparability requirements will be amended and documented accordingly. Federal funding will be reallocated according to the approved program plan. A copy of the process to become comparable will be placed on file at JCSD and submitted to the MDE Office of Federal Programs no later than November 1st of the current year.

7. Records: The Federal Programs Department must ensure that all comparability reports, records and source documentation demonstrating the methods and results of JCSD's comparability analysis are retained for five years for audit purposes. JCSD will maintain up-to- date records of having established and implemented an agency-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, and other staff, and a policy to ensure equivalence among schools in the provision of curriculum materials and supplies.

8. Designate an office to take complaints: The Director of Federal Programs in the Office of Federal Programs will be responsible for handling complaints that a school is not receiving comparable service.

N. EQUITABLE SERVICES

Section N-1

Provision of Equitable Services

Jackson County School District (JCSD) engages in meaningful consultation with public and private schools in an ongoing fashion throughout the school year. The Director of Federal Programs has an annual meeting with private school leaders. The Director of Federal Programs will also visit each private school campus no less than one time per fiscal year. JCSD strives to treat all private school officials with the utmost courtesy and respect. Each child that is in a private school is a member of the JCSD community and their education is of utmost importance even if it is conducted by a private organization. The families that choose to send their students to private schools are members of our community and their confidentiality and feedback will be honored. To that end, JCSD realizes that ongoing communication with private school officials is paramount in continuing a "workable" relationship. Emails, phone calls and "drop by" (central office) visits are welcomed and encouraged. Meaningful consultation is a challenge for both JCSD and the private schools. However, a checklist will be used to aid in this process. JCSD ensures that the topics on the checklist will be discussed during consultation. These items and a brief description of each are listed below:

- Identification of eligible students – JCSD abides by the ESSA regulations in clarifying who is eligible to receive services under the equitable services provision. In order for a student to receive equitable services the following must apply:
  a. Attend a private school (regardless of where it is located)
  b. Reside in a Title I-participating public school attendance area of JCSD (Regardless of whether the private school the student attends is located in JCSD) (sometimes referred to as "residence eligible"); and
  c. Be identified by JCSD, through multiple educationally related objective criteria, as failing or at risk of failing to meet the state standards, or other standards relevant to private school students.
- Services to be provided to students – JCSD adheres to the ESSA types of services that are authorized under the law and in addition to the statute (ESSA Section 1117(a)(1)(A), administrators must look to the non regulatory guidance, which was developed in the context of constitutional requirements and the U.S. Supreme Court case law. JCSD may directly provide or contract for the provision of the following:
  a. Instructional services provided on the premises of the private school with appropriate safeguards, at the public school site, or in mobile vans or portable units
  b. Evaluations to determine the progress being made in meeting students' academic needs
  c. Counseling

d. Mentoring
e. One-on-one tutoring
f. Dual or concurrent enrollment
g. Educational radio and television
h. Computer equipment and materials, as well as other technology
i. Mobile educational services and equipment
j. Extended-day services
k. Family literacy services
l. Computer assisted instruction
m. Home tutoring
n. Take-home computers

ESSA adds that these services and benefits may be provided individually or in combination, as requested by the private school officials to best meet the needs of the children served.

- How, where and by whom will services be provided? The Elementary and Secondary Education Act (ESEA) equitable services provisions require a governmental entity to provide benefits to private school students, even if enrolled in religious schools. A tutor that is selected by JCSD will be employed through JCSD, paid through our payroll system, and tutor at the designated private school. These services cannot exceed 19 hours a week per tutor. Any dispute or issue arising with tutors will be dealt with the private school official and the Federal Programs Director jointly, as applicable.
- How will services be academically evaluated for effectiveness – Title I regulations require that private school students participating in the Title I program must be assessed, that the assessments must be used to evaluate the success or failure of the program, and the results of that evaluation must be used to evaluate the success or failure of the program, and the results of that evaluation must be used to modify the program to remedy flaws. JCSD must provide participating private school students with an equitable opportunity to meet the state standards. In some instances, however, it is not appropriate to hold private school students to the state standards, since these standards may not necessarily be aligned with the private school curriculum. In such a case, JCSD, in consultation with private school officials, must develop alternative standards that provide reasonable promise of those children achieving the high levels called for by the state's standards.
- Size and scope of services that will be provided – Currently JCSD employs ELA and Mathematics tutors, ELL and homeless resources for eligible students.
- Data source to be used to determine effectiveness – A nationally normed assessment is used (e.g. Stanford Achievement Test).
- How and when decisions about delivery of services will be made (third party contractor) – A major source of monitoring findings is JCSD failure to properly administer third-party contracts for provision of equitable services. Contracting for provision of such services does not mean that JCSD can simply hand over responsibility for the program to the contractor or delegate oversight to the private school. JCSD

must continue to administer the program, including conducting all aspects of timely and meaningful consultation, rather than simply ensuring that the contractor has "stepped into the shoes" of JCSD. If a contractor is hired, JCSD must continue to maintain control of funding, retain title over equipment and property, and monitor to ensure that the contractor adheres to federal legal requirements as well as the terms of the contract. In the spring consultation, private school officials will be asked about their preferences regarding delivery of services and any third-party contractors. If third party contractors are used the private school
officials will have the option of sitting on the committee to evaluate Request for Quote's (RFQ's) or Request for Proposal's (RFP's).

ComplaintProcess

Private schools can launch a complaint with the district or state regarding the way the district handles their programmatic or fiscal issues. Of course, any issues or concerns we try to address as soon as they arise, however, if an issue is in debate the state Ombudsman can be called upon to help solve any dispute.

Private school officials have the right to file a complaint with JCSD if they believe that JCSD officials have not complied with appropriate procedures as stated in the **"**Services Provided to Students**"**above.

Private school officials are asked to reference the following **JCSDPolicyKN** for information regarding Public Complaint.

Jackson County School District Policy KN

COMPLAINTS - TITLE I

ISSUE DATE: 9-7-1995 REVISED: 12-9-2024

Title I - Public Complaint

To meet the requirements of The Every Student Succeeds Act (2015), the following procedures will be used in the Jackson County School District for receiving and resolving complaints concerning violations of Title I policies and for conducting on-site investigations for such complaints. For the purpose of this policy, a complaint is a signed written statement which includes an allegation that a requirement applicable to the Title I LEA program has been violated and information that supports this allegation.

1. The complainant will meet with the principal of the school involved in the complaint, and the Federal Programs Director. Every effort will be made to resolve the complaint without further proceedings.
2. Failure to resolve the complaint will necessitate the following procedure:
   a. Within three (3) days of the receipt of written complaint, the Superintendent and the Federal Programs Director will acknowledge receipt of the complaint in writing.

b. Within five (5) working days of the acknowledgment of the complaint, the complainant will be afforded an opportunity for an informal hearing with school representatives, at which time oral and written testimony may be taken.

c. Failure to resolve the complaint in an informal setting will necessitate a formal hearing on the matter. The complainant will have ten (10) days from the date of the informal hearing to make a written request for a formal hearing. The Superintendent's office shall make, where feasible, an on-site investigation of the complaint.

d. A formal hearing will be conducted by a committee composed of representatives from the Superintendent's office, two (2) or more school board members, and a principal of a district school (not involved in the complaint). The hearing will provide opportunity for the complainant or complainant's representative, or both, and the school system involved to submit evidence and to question parties to the dispute and any of their witnesses. (It is recommended that both parties use tape recorders and that the school district provide the services of a court reporter.) Only allegations listed in the complaint will be discussed.

e. The entire procedure, from the time of receipt of the complaint to a satisfactory resolution, shall be completed within a period not to exceed thirty (30) days.

f. The complainant has the right to appeal the final resolution of the committee of the school system to the Title I Office of the State Education Agency within thirty (30) days after the receipt of the written decision. The State Title I Office may visit the site as is deemed necessary.

g. The local school system shall disseminate, free of charge, information concerning these procedures to interested parties, including District and School Parent Advisory Councils, within ten (10) working days after the resolution of the complaint.

Complaint Process

If after consulting with JCSD, the private school official feels like their complaint has not been met, then they also have the right to file a complaint with the MDE if they believe that JCSD officials have not complied with appropriate legal requirements. Specifically, private school officials have the right to file a complaint with MDE asserting that:
JCSD did not engage in consultation that was meaningful and timely,
JCSD did not give due consideration to the views of the private school official; or

JCSD did not make a decision that treats the private school students equitably as required by ESSA. (See ESSA Section 1117(b)(6).)

In addition, any dispute involving the poverty data on private school students may be appealed to the state. (See ESSA Section 1117(c)(2).)
As part of its complaint, the private school official must inform MDE the basis of JCSD's noncompliance, and JCSD must forward the appropriate documentation to MDE in response. (See ESSA Section 1117(b)(6)(B).)

MDE is required to have complaint procedures in place that conform to applicable statute and regulation. The General Provisions of ESSA (Title VIII) newly require that MDE must provide a written resolution to a complaint filed under ESSA within 45 days. (See ESSA Section 8503(a).)

ESSA adds a specific remedy for JCSD's failure to provide equitable services that was not previously included in the ESSA statute. It can be viewed as a state-level "bypass" that mirrors the federal "bypass" discussed below. The law states that MDE must provide the required services under Title I to eligible private school students either directly or through contracts with public or private agencies, organizations, and institutions, if the appropriate private school officials have met two private agencies, organizations, and institutions, if the appropriate private school officials have met two criteria: the private school officials have requested that MDE provide such services directly; and the private school officials have demonstrated, in accordance with the state's complaint procedure, that JCSD has not met the legal requirement to provide equitable services to private school students. (See ESSA Section 1117(b)(6(C).) This is a significant remedy that could result in greatly increased involvement of the state in districts that have a history of struggles between JCSD and private school officials.

If MDE's resolution is not satisfactory, private school officials may appeal to the U.S. Secretary of Education. No later than 30 days following the written response by MDE, or in the event MDE fails to resolve the complaint within the new 45-day time limit under ESSA, the private school official may appeal to the Secretary. Such an appeal must be accompanied by a copy of MDE's written response, if available, and a complete statement of the reasons supporting the appeal. ESSA mandates that the Secretary must complete an investigation of the complaint and resolve the appeal within 90 days after receipt of the appeal (which is faster than the 120 days allotted under ESSA). (See ESSA Section 8503(b).)

JCSD and MDE will ensure that private school officials are made aware of complaint procedures.

Parent and Family Engagement

Students in private schools that receive Title I services are also eligible for parent and family engagement opportunities. As a district, we extend an invitation of any parent activities to the private schools that participate in Title I services. Private schools are also encouraged to engage parents at their campus and are allotted fund through their Title I budget to do so.

The Jackson County School Board strives to provide the best educational opportunities possible for the children in the district by seeking as many sources of revenue as possible to supplement the funds provided by local taxation and the basic aid program offered by the state.

Therefore, the district shall participate in federal financial assistance programs which provide direct educational and auxiliary services or opportunities to students enrolled in the school. The following procedures shall be employed when administering federal programs:

1. Federal funds will not be used for partisan political activity of any kind by any person or organization involved in the administration of federal-assisted programs. Prohibited expenditures shall include but not limited to the purchase of partisan political materials, contributions to any candidate for public office, and use of school property, equipment or employees in support of a candidate(s).

2. No person shall, on the grounds of race, sex, color, national origin, age, religion or disability, be excluded from participation in or be subjected to discrimination in any program or activity funded, in whole or in part, by federal funds.

3. The local school district may use federal funds so restricted (i.e. - Title I, Title 1003a, etc.) only to supplement and to the extent practical, increase the level of non federal funds that would, in the absence of federal funds, be made available for the education of pupils participating. In order to assure equitable distribution of funds, the school district will not use federal funds so restricted to provide services to students that the district is required to furnish.

4. A school district management system will require that federal draws be made to minimize the time elapsed between the transfer of funds from the State Department of Education and the disbursement of funds by the local school district.

5. The school district will observe all applicable state and federal laws and guidelines regarding receipts, expenditures, accounting and reports for materials and equipment received from federal funds.

6. The school district will follow all applicable federal guidelines in determining services that are allowed and will adhere to all restrictions in the approved project applications.

7. The combined fiscal effort per student or the aggregate expenditures of the district from state and local funds for free public education for the school year will be at least ninety (90) percent of the combined fiscal effort per student or aggregate expenditures for the preceding year, unless specifically waived by the state.

8. Title I, P.L. 94-142, P.L. 99-457, and P.L. 89-313 funds will be used to provide programs which, taken as a whole, are at least comparable to services being provided in areas not receiving Title I funds.

9. The Title I project will be based on an annual assessment of educational needs.

10. Parental involvement and support will be encouraged and implemented as

required by federal guidelines in all federal programs. Parents/guardians will be asked to participate in and will be kept abreast of their child's instructional progress in all federal programs.

11. The District will enter all approved MDE Title budgets and budget amendments into its accounting software as required by MDE to ensure alignment and tracking of federal funds approved by MDE.

12. The District will ensure all Title budgets and expenditures for all federal programs are: allocable, reasonable and necessary, meets program intent and purposes, aligned with approved application and amendments on file at MDE, and obligated and liquidated in accordance with the approved plan within the approved grant period according with federal and state law.

13. The District will adhere to all guidelines prescribed in OMB Circular A-87, Appendix B.8.h regarding compensation for personal services which states, "Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least monthly and/or semi- annually and will be signed by the employee and supervisory official having first-hand knowledge of the work performed by the employee.

Legal Reference: Mississippi Code Section 37-7-301 References: Improving America's School Act; P.L. 94-142, P.L. 99-457, P.L. 89313; Accreditation Requirements of the State Board of Education, Bulletin 171, (1997) OMB Circular A-87, Federal Administration section of 34 CFR 80.20(b)(4) and 80.30; OMB Circular A-87, Appendix B.8.h

Title I, Part A – Improving the Academic Achievement of the Disadvantaged

After timely and meaningful consultation with appropriate private school officials, JCSD must provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, and instructional services (including evaluations to determine the progress being made in meeting such students' academic needs). The activities may include counseling, mentoring, one-on-one tutoring, or other benefits such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment that address their needs; JCSD must also ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to Sec. 1116. Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and non ideological. Services must benefit eligible students, their teachers, and families and not the private school (34 CFR Sec. 76.658).

Title II, Part A – Supporting Effective Instruction

JCSD in providing private schools equitable services may do so in accordance with all allowable Use of Funds except class size reduction (see Fiscal Changes, 2016 P-3). Title II,

Part A focuses on professional development, recruitment and retention.

Title IV, Part A – Student Support and Academic Enrichment

JCSD in providing private school equitable services under Title IV, Part A must do so in accordance with all allowable use of funds. The use of funds must be to address the purpose of the Title IV, Part A Grant, which is to expand well-rounded educational opportunities for students, to promote safe and healthy students, and to support the effective use of technology to better engage students and expand their access to and use of technology as a learning tool. In applying percentage/portion requirements for the use of funds, the services provided to private schools should be considered within the whole of JCSD's overall use of funds and not applied separately to the funds used for private school services.

- Professional development activities for school officials and staff – any professional development that is funded through a federal program is available to the participating private schools. Emails are sent to alert the private school officials to these opportunities if dates are not known in consultation. In addition to this, private schools that participate in Title II are also asked to list the needs they have for professional development and a plan for this is created.

Section N-2

Calculating Equitable Services

JCSD derives the allocation used to serve eligible non-public school students based on three factors:

- The number of private school students
- From low-income families
- Who reside in a participating public school attendance area

JCSD calculates the allocation for nonpublic school students by utilizing the three criteria listed above, as a function of the districts "ranking and serving" rules according to the following steps:

1. Rank public school areas: highest to lowest - JCSD must rank its public school attendance areas in rank order, typically based on poverty but also may consider grade span. In identifying and ranking attendance areas, JCSD should, if possible, take into consideration the number of low-income private school students who reside in each and every attendance area in JCSD; however, in some cases this could be burdensome, because it would mean counting private school students in areas that have a small chance of being served. For this reason, the U.S. Education Department (ED) guidance allows JCSD to rely only on the count of poor public school students when identifying and ranking school attendance areas.

2. Identify participating areas - JCSD must decide where to draw the line in this ranked list of attendance areas to determine participation in the Title I program. All schools

"above the line" will become "participating" attendance areas; all areas below that line will not receive a Title I allocation.

3. Calculate the Per Pupil Allocation (PPA) for each area - JCSD must calculate the per pupil allocation that applies to every child of low-income family on that area.

4. Calculate allocation amount for each area (*Must include non-public low-income number) - JCSD calculates the amount of funding for each area, based on the total number of low-income students from both public and private schools**.**

5. Reserve nonpublic amount (*PPA x number of nonpublic low-income in each area) - JCSD sets aside the amount of these allocations that were generated by nonpublic school students, to be used to provide services to eligible students who reside in participating public school attendance areas and are identified as at risk of failing to meet the state academic standards (regardless of family income level).

Equitable services for private schools are calculated based upon the formulas in the Mississippi Grant Information System application.

Equitable Services Worksheets (See Attached):

Equitable Services - Title I

Equitable Services - Title II

SECTION N-3

Equitable Services to Students in Private Schools/Professional Development to Teachers

Private school teachers of eligible private school students are entitled to participate, on an equitable basis, in services and activities contemplated under Title I. Thus, consultation with private school officials must detail some explanation of professional development for these private school teachers.

Professional development services for private school teachers are subject to some constraints not applicable to services provided to public school teachers. The guidance explains how to work within these constraints.

Generally, professional development funds may be used for the benefit of all private school teachers (not necessarily those teachers providing the Title I services to eligible Title I students. However, the professional development must be focused on how these private school teachers can meet the needs of the Title I students whom they serve in their regular classrooms. It would be inappropriate to use funds to improve the general instructional program of the private school. Instead, the funds should be used to show private school teachers how to address the needs of Title I students better, such as by providing information on research-based reading and mathematics instruction for academically struggling students.

It should be noted that funds for professional development of private school teachers are also available under other ESSA formula grant programs, such as the Title II professional

development program and the Title III English language acquisition program. U.S. Education Department (ED) encourages the coordination of professional development opportunities under these various programs, as long as the respective limitations and objectives of each program are respected.

SECTION N-4

Equipment/Supplies for Equitable Services

The Title I statute, as well as the U.S. Constitution, requires that educational services or other benefits, including materials and equipment, be secular, neutral and non ideological. (See ESSA Section 1117(a)(2).) In addition, JCSD must maintain control of all federal funds. The regulations require the JCSD to keep title to and exercise continuing administrative control of all materials, supplies, equipment and property that JCSD acquires with Title I funds for the benefit of eligible private school students.

(See 34 CFR 200.67) (This requirement that JCSD remain in control of all federal funds was another area of frequent compliance problems noted in U.S. Education Department (ED) monitoring reports.)

Although JCSD maintains title and control, it may place equipment and supplies in a private school for the period of time needed for the program. Certain safeguards must be maintained, however. For instance, the regulations state that JCSD must ensure that the equipment and supplies placed in a private school are used only for Title I purposes and can be removed from the private school without remodeling the private school facility. JCSD is required to remove the equipment and supplies from the private school if JCSD no longer needs these items to provide the Title I service, or if removal is necessary to avoid unauthorized use of the items for other than Title I purposes. (See 34 CFR 200.67 and 34 CFR 76.661.) ED monitoring reports emphasized the importance of maintaining a current inventory of Title I-funded equipment located in the private schools.

JCSD is not permitted to use Title I funds for repairs, minor remodeling, or construction of private school facilities. (See 34CFR 200.67€ and 34 CFR 76.662.)

Federal funds may not be used for the needs of the private school itself, or for the general needs of children in the private school. (See 34 CFR 76.658.) Rather, the Title I funds must be used in a targeted fashion to supplement, and in no case supplant, services that would, in the absence of the Title I services, be made available to participating private school students.

JCSD is considered the fiduciary and is legally responsible for operating a program in compliance with the law. JCSD will be held accountable for any mis expenditure of funds or irregularity in the program.

Any equipment purchased for a private school is maintained by JCSD through appropriate inventory "numbering and auditing. Any maintenance needed to equipment must be provided by JCSD. Any installation of technology must be done by JCSD. Private schools are

asked to not seek an outside vendor for any installation or maintenance that needs to be done to equipment or supplies. All purchases of private schools go through JCSD's financial accounting system. The requests come to the Federal Programs Department, and then the Federal Programs Coordinator will enter the requisition into JCSD's financial accounting system. The Director of Federal Program then approves or denies the requisition as appropriate.

O. DATA QUALITY

Section O-1 – O-4

Review Process

The Jackson County School District (JCSD) Federal Programs Department trains School Counselors, Registrars, and Mississippi Student Information System (MSIS) personnel to report the Federal Programs (Title I, II, IV) data to the public and to the Mississippi Department of Education (MDE) in a high quality manner. Therefore, JCSD personnel ensures that the data is reported in a timely, accurate, complete, valid, and reliable manner to the public and MDE.

Jackson County School District Policy JRAC

DATA COLLECTION POLICY AND PROCEDURAL GUIDELINES HANDBOOK
ISSUE DATE: 8-1-2005 REVISED DATE: 7-14-2025

1.0 Introduction and Overview

1.1 Purpose

In accordance and cooperation with HB 1251, which gives the Office of the State Auditor the authority to determine the correctness and accuracy of all reports made to the State Department of Education by any school district or school official concerning the number of educable students in any school district, the number of students enrolled in any school district, the number of students in average daily attendance in any school district, and the number of students being transported or entitled to transportation to any of the public schools of this state, the Jackson County School District will set the following Data Collection Policies and Procedures to help ensure this quality data.

1.2 Components of Data Quality

The Jackson County School District's data will contain the following components:

1. Objectivity: Data is accurate, unbiased and presented in a clear, complete, will documented manner. Objectivity will be achieved by using appropriate data sources and sound analytical techniques, by using proven methods, and by carefully reviewing the content of all information and reports.
2. Integrity: Data will not be compromised through corruption of falsification.
3. Transparency: Our data will have clear description of methods, data sources, assumptions, outcomes and related information that allow users to understand the data.
4. Reproducibility: Our data can be reproduced by others by using the documented methods, assumptions and data sources in order to achieve comparable findings.
5. Utility: Data produced by the district will be useful and available to the intended audience. The requirements, recommendations and examples in this guide will improve data quality for our district.

1.3 Policy Audience

It is important for all staff of the Jackson County School District to understand the issues involved in data collection data entry and recognize that these issues reflect the values of the school district.

The Jackson County School District believes that good data is an integral part of teaching, learning and managing the school enterprise. Everyone who has a role in student outcomes-teachers, administrators, counselors, registrars, office support staff, school board members and others, must share this belief. Because good data is as much a resource as staff, books and computers, a wise education system is willing to invest time and money in achieving useful information, and respect the effort taken to produce it. Therefore, through the implementation of this Data Collection Policy and Procedure Guidelines, the Jackson County School District will actively foster this belief and environment.

2.0 Roles and Responsibilities

A data process that collects quality data is well planned, has staff members that are well trained and know their roles and responsibilities, and have needed tools and resources. In this section, we have identified the critical roles and responsibilities.

2.1 School Board

The primary role of the School Board is to set policy for the school district. The Superintendent and Administrative Staff develop procedures and regulations for carrying out board policy. There are four (4) key leadership roles in setting board policy: vision, structure, accountability and advocacy. In the area of data collection, the School Board formulates policies based on state and federal laws, as well as, local district needs and staff requirements.

Responsibilities

1. Setting Data Collection Policy
2. Understanding the impact data has on funding programs - Allocating appropriate resources to enable schools to meet the ever-increasing need for data collection and data entry
3. Investing in computer hardware and software as a routine cost of doing business

2.2 Superintendent

It is the Superintendent's responsibility to enhance the educational program of students, to improve student achievement, and to see that district policies are implemented. It is the Superintendent's responsibility to foster an environment and culture of quality data that will result in reliable data that is useful for evaluating the instructional program and student achievement, and for pointing out areas of success and places where improvements are needed. It will enable the district to have confidence in the information that is collected, and, most importantly, will allow the district to make effective decisions.

Responsibilities

1. Set education benchmarks that use data to measure student achievement.
2. Support the development of a Culture of Quality Data in the district through an effective professional development program.
3. Encourage principals to make data-driven, building-level decisions.
4. Support the staff in the promotion of more efficient data collection procedures, the use of technology to decrease data entry errors, and the movement toward applications that are "interoperable" (i.e., that interact with each other using a minimum amount of programming resources).
5. Support the allocation of funding to provide schools with the appropriate resources to enter data.
6. The district will select a data coordinator.

2.3 Principal

Our Principal serves as the chief instructional leader and is ultimately responsible for data collection and reporting in the school. The Principal has the responsibility to report data as accurately as possible. The Principal must ensure that the school's information is accurately reflected in the data.

Responsibilities

1. Check reports for accuracy and reasonableness before "signing off" and sending to the district. Periodically spot-check source documents against data, to ensure that required data (e.g., medical information) is being entered correctly.
2. Ensure that staff has access to appropriate technology tools.
3. Attend meetings and training about data requirements.
4. Provide district data personnel with recommendations for improvements in data collection procedures.
5. Allow and encourage staff to attend training in their areas of expertise.
6. Use a variety of training strategies, including the "train-the-trainer" model, when necessary.
7. Work with staff and the district to develop and use standard procedures for data entry and reporting.
8. Provide trained staff to assist data entry personnel during peak periods (enrollment, scheduling, etc.).
9. Understand and communicate laws and regulations that affect data at school (e.g., the Family Educational Rights and Privacy Act of 1974 [FERPA] and the Health Insurance Portability and Accountability Act of 1996 [HIPAA]).
10. Support and monitor district data security policies and procedures.

11. Utilize data to make daily instructional decisions.
12. Provide an environment conducive to accurate data entry.

2.4 Teacher/Counselor

Our teachers and counselors are responsible for entering or supplying timely and accurate data regarding students, as required.

Responsibilities

1. Attend training on the use of data in the instructional program.
2. Identify barriers to effective data entry and communicate these to the Principal or other appropriate personnel.
3. Respect the privacy and confidentiality of student data by protecting data from students and unauthorized personnel.
4. Follow district data security policies and procedures.
5. Enter data accurately and in a timely manner.
6. Check work for accuracy and completeness.
7. Share good ideas and best practices about data entry with your peers.
8. Check calendar for data reporting deadlines so that you can allocate time for data entry.

2.5 Office Staff/Registrar

Registrars and office staff is responsible for entering important data accurately and completely, maintaining data security, and understanding how the data will be used. The district recognizes that this position is critical to its data collection effort. Therefore, it is important that this position is taken seriously and provided sufficient resources.

Responsibilities

1. Enter data accurately and in a timely manner.
2. Attend professional development training.
3. Follow appropriate instructions and documentation.
4. Identify barriers to effective data entry procedures and communicate these to the principal, or other appropriate personnel.
5. Implement the district data security policies and procedures (e.g., change passwords frequently, do not share passwords, treat data confidentially, etc.)
6. Check work and run appropriate edit reports.
7. Ask for help when an error is made.
8. Identify a peer who does similar work to facilitate sharing of ideas and best practices can occur.
9. Check calendar for data reporting deadlines.

2.6 MSIS Primary/Secondary Contact

Serves the administrator by ensuring that the statistical information reviewed represents data that has been entered accurately and collected systematically. The MSIS contact person assists the information reporting process through staff development and collaboration with the various offices and programs responsible for producing data and information.

Responsibilities

1. Coordinate the data collection process.
2. Provide professional development for staff members. - These sessions include Demonstrations that incorporate hands-on training, enabling data entry personnel to become used to the actual data entry screens; examples that actually reflect situations that will be encountered; handbooks or guidebooks, with copies of data entry screens, systematic instructions, and the rationale for entering the data; descriptions of the procedures for obtaining assistance (e.g., help desk phone number, online and/or e-mail query process); and, copies of the reports created from the data, enabling trainees who enter information to have a sense of how their work affects the operation of the school.
3. Assist schools in resolving discrepancies in information before reports are forwarded.
4. Develop a process that allows staff to request new reports or modifications of existing reports.
5. Collaborate with the District Technology Director or Coordinator to enhance the ability of computer programs to determine effective editing procedures for reports and other information.

2.7 Director of Technology

This position maintains and secures the hardware, software, and network that allows staff to enter, store, secure, and transfer data.

Responsibilities

1. Secure network infrastructure.
2. Support technical implementation and error resolution.
3. Secure the integrity of data.

3.0 Data Collecting and Reporting Requirements and Timeline

3.1 Data Timeline/Calendar

The district will utilize the MSIS 2.0 Annual Reporting Calendar, a calendar of due dates and timelines that will provide the necessary information to meet the Mississippi Department of Education deadlines.

The Data Timeline and Calendar indicates due dates for reports and data entry.

The district will provide sufficient time and resources for data collection.

See the MSIS Data Submission Certification Form below:

Monthly MSIS Data Submission
Certification Form
(Federal Programs)

2.1 ASSIGNMENT OF DISTRICT ACCREDITATION STATUSES

The CSA determines the annual accreditation status of all public school districts in the Fall of each school year based on verified accreditation data from the previous school year. An annual district accreditation status is assigned based on compliance with Process Standards. Information concerning district compliance with Process Standards is reported to the CSA on an annual basis. (See Policy 2.2 below.) The district superintendent and school principals are responsible for ensuring that all data reported to the MDE are true and accurate as verified by supporting documentation on file in the school district. Reporting false information is a violation of the accreditation requirements set forth by the SBE and may result in the downgrading of the district's accreditation status.

****

- Please verify that the following school data are accurate in SAM7 for the Month _____ *(reporting month number)* MSIS upload. After the monthly upload, please run all required reports for your school records.

_____1. Homeless, ELL, Foster Care Student Information

_____2. Student Discipline

_____3. Student Attendance

_____4. Student Schedules

_____5. Special Education indicators/identification

_____6. Student Grades **(H/S-Month 2, 5, 7, and 9; All other grades Month 9)**

_____7. New Kindergarten Data (Monthly)

_____8. Historical Data (month 9 only)

_____9. Teacher Schedules (correct course codes)

_____10. Section 504 Indicator

The MSIS clerk will review all data and ensure that all data uploaded into MSIS are true and accurate, and can be verified by supporting documentation on file at the local school in the Jackson County School district. Your signature below acknowledges the statement above to be true.

Local School MSIS Clerk:_____
(Signature) (Date)

Local School Principal:_____
(Signature) (Date)

District Superintendent: _____
(Signature) (Date)

(Upon receipt of this signed document, Mrs. Shelly Barnett will close out your school's monthly MSIS data submission)

4.0 District Wide Common Data Collection Methods and Uniform Data

4.1 District Wide Common Data Collection Methods

The Jackson County School District has established and will utilize uniform procedures for entering student data at the school level. The procedures listed below will be followed:

Authorized Data Entry Personnel

Each school will have a list of authorized personnel for any student data entry and their email addresses on file for the auditor.

Student Enrollment

1. Acquire student demographic data from guardian.
2. Verify residency of student. Two proofs of residency should be provided by the parent/ guardian and verified by school district staff for each student upon enrollment into the school district for each school year. All students should have the Residency Verification Checklist in their cumulative folders.
3. Student data is entered into SIS office program.
4. Check for student's MSIS number, acquire an MSIS number if one is not found.
5. Determine special needs and refer to LSC Chairperson.
6. Verify the expiration date for the student's immunization record.

Out of District Students

1. Any out of district student enrolling should have proper documentation of district approval on file in the cum folder.

Transfer-In Students

1. Request withdrawal form from previous school.
2. Verify residency of student. Two proofs of residency should be copied and filed for each student upon enrollment into the school district for each school year. All students should have the Residency Verification Checklist in their cumulative folders.
3. Determine whether in-state transfer or out-of-state transfer. Note: Out of state students are required to provide initial registration requirements information.
4. Complete school registration forms.
5. Determine grade placement or special needs.
6. Enter Student data into SIS using the appropriate entry code.
7. Verify MSIS number or obtain one if needed.
8. Request the MSIS release and records for in-coming students.

Dropouts or Transfer-Out Students

Complete withdrawal form the student. Students in withdrawn in SIS using the appropriate

withdrawal code. Comply with requests for MSIS release and records request from other schools.

Timeline for Transfers/Releases of Students in MSIS

All transfers and releases will be completed within 24 hours of the request. A daily log will be kept as documentation of all transfers and releases.

Attendance

Daily attendance is entered every period by either authorized office personnel or individual classroom teachers.

Check-ins and checkouts are done by authorized office personnel.

Corrections to daily attendance are updated at a minimum of at least one time per week. Example: Correcting absences to tardies, etc. or unexcused to excused. All excuses should be date stamped upon receipt.

Cumulative Records

The auditor's office will be reviewing cumulative folders at random. The cumulative folders should be current regarding the items listed below:

1. Residency Verification Sheets signed and dated by District Personnel
2. Immunization records with current date;
3. Date of Birth;
4. Current address that agrees with student demographic information from SIS.
5. Primary phone number from SIS. The auditors' office will verify the previous year's graduation data.

The auditor's office will check the Carnegie units for the graduates of the previous year to verify eligibility for graduation.

The auditor's office will check cumulative folders for mandated test scores.

Storage of Student Data

1. Store all student data on hard copy up to 5 years.
2. Transcripts, grades, and attendance are kept on insert sheets in cum folder indefinitely for every student.
3. Hard copies, cum folders, etc., are kept in a locked file cabinet in administrative office.

4.2 Uniform Data Business Rules

The District will uniform data business rules for the following critical data.

1. Demographic Data Elements
2. Student Data Elements
3. Personnel Data Elements
4. Teacher Data Elements

5.0 Data Protection and System Security

5.1 Data protection and system security is covered in the district's Technology Acceptable Use Policy

Password Security Policy

7.2 Storage/ Backup

Method of data backup

Format in which records are stored (printouts, diskettes, etc.)

Backup Location

Retention Cycle

7.3 Physical Infrastructure

Location and Security of Server

Location and Security of Access Points (Workstations)

7.4 Data Collection Systems Security and Maintenance

User Level Security

Screen Level Security

Report Level Security

Data/Field Level Security

7.5 Public Information Request Process

Procedure to Handle Public Information Request Authorization to Distribute School Information

7.6 Security Documents

Oath of Confidentiality

Acceptable Use Policy

1. 7.6.1 Oath of Confidentiality forms are submitted to MDE for MSIS purposes for all district/school users. Copies of forms are kept on file in the district office.
2. 7.6.2 The Internet/Network Acceptable/Appropriate Use Policy requires signatures by students/personnel on a yearly basis. Copies are maintained at the school/ district office.

8.0 Resources Commitment
8.1 Training
Professional Development Training Activities

District-Wide training activities with all personnel responsible for student data entry will be held at a minimum of twice yearly. All personnel will be notified by the district MSIS coordinator of any new information required by the Mississippi Department of Education. District staff will also attend the MIS Data Conference, SIS Annual Conference and other trainings provided by MDE or SIS.

8.3 Technology Infrastructure

Hardware – Each school as well as the Central Office has computers whose sole purpose is data management.

Software - The district's software package is Software Technology Incorporated. (SIS)

Monthly MSIS Data Submission
Certification Form
(Federal Programs)

2.1 ASSIGNMENT OF DISTRICT ACCREDITATION STATUSES

The CSA determines the annual accreditation status of all public school districts in the Fall of each school year based on verified accreditation data from the previous school year. An annual district accreditation status is assigned based on compliance with Process Standards. Information concerning district compliance with Process Standards is reported to the CSA on an annual basis. (See Policy 2.2 below.) The district superintendent and school principals are responsible for ensuring that all data reported to the MDE are true and accurate as verified by supporting documentation on file in the school district. Reporting false information is a violation of the accreditation requirements set forth by the SBE and may result in the downgrading of the district's accreditation status.

****

- Please verify that the following school data are accurate in SAM7 for the Month _____ *(reporting month number)* MSIS upload. After the monthly upload, please run all required reports for your school records.

_____1. Homeless, ELL, Foster Care Student Information

_____2. Student Discipline

_____3. Student Attendance

_____4. Student Schedules

_____5. Special Education indicators/identification

_____6. Student Grades **(H/S-Month 2, 5, 7, and 9; All other grades Month 9)**

_____7. New Kindergarten Data (Monthly)

_____8. Historical Data (month 9 only)

_____9. Teacher Schedules (correct course codes)

_____10. Section 504 Indicator

The MSIS clerk will review all data and ensure that all data uploaded into MSIS are true and accurate, and can be verified by supporting documentation on file at the local school in the Jackson County School district. Your signature below acknowledges the statement above to be true.

Local School MSIS Clerk:_____
(Signature) (Date)

Local School Principal:_____
(Signature) (Date)

District Superintendent: _____
(Signature) (Date)

(Upon receipt of this signed document, Mrs. Shelly Barnett will close out your school's monthly MSIS data submission)

P. GENERAL FISCAL REQUIREMENTS

Section P-1

FUNDS OBLIGATED AND LIQUIDATED

Jackson County School District (JCSD) is notified via Mississippi Department of Education (MDE) of the actual allocation and of the authority to expend funds for federal grants. As in the past, the original project applications are based on a projected allocation.

- All districts are allotted a preliminary allocation of funds from MDE. The State will provide a final allocation upon release from U.S. Department of Education (U.S.D.E.) and/or when all outstanding forms and backup documentation have been received from JCSD. Reference **JCSD Policy DFC #12 (See below).**

- Request for Funds should be computed by the Federal Programs Department. Completed request should be forwarded to the Business Manager and/or designee for submission to MDE. Office of Accounting/MDE transfers will be sent to the JCSD's bank account three (3) working days prior to the end of the month. It is important for JCSD to keep track of when a given portion of funds becomes available for obligation and when it lapses. In any given year, the funds available to JCSD for Title I services may consist of a blend of current-year and prior-year funds. Generally, the oldest funds should be used first.

- It is important to obligate any balance remaining for the expiring grants by September 30th of each year.

- Federal grants typically run for 27 months: 1st 12 months 85% of the grant should be encumbered or expended, next 12 months the additional 15% of the grant should be encumbered or expended and the final 3 months the grant is in liquidation and all monies should be expended at this time.

Jackson County School District Policy DFC

FEDERAL AID

ISSUE DATE: 5-18-1998 REVISED DATE: 6-9-2025

The Jackson County School Board strives to provide the best educational opportunities possible for the children in the district by seeking as many sources of revenue as possible to supplement the funds provided by local taxation and the basic aid program offered by the state.

Therefore, the district shall participate in federal financial assistance programs which provide direct educational and auxiliary services or opportunities to students enrolled in the school. The following procedures shall be employed when administering federal programs:

1. Federal funds will not be used for partisan political activity of any kind by any person or organization involved in the administration of federal-assisted programs. Prohibited expenditures shall include but not limited to the purchase of partisan political materials, contributions to any candidate for public office, and use of school property, equipment or employees in support of a candidate(s).
2. No person shall, on the grounds of race, sex, color, national origin, age, religion or disability, be excluded from participation in or be subjected to discrimination in any program or activity funded, in whole or in part, by federal funds.
3. The local school district may use federal funds so restricted (i.e. - Title I, Title1003a) only to supplement and to the extent practical, increase the level of nonfederal funds that would, in the absence of federal funds, be made available for the education of pupils participating. In order to assure equitable distribution of funds, the school district will not use federal funds so restricted to provide services to students that the district is required to furnish.
4. A school district management system will require that federal draws be made to minimize the time elapsed between the transfer of funds from the State Department of Education and the disbursement of funds by the local school district.
5. The school district will observe all applicable state and federal laws and guidelines regarding receipts, expenditures, accounting and reports for materials and equipment received from federal funds.
6. The school district will follow all applicable federal guidelines in determining services that are allowed and will adhere to all restrictions in the approved project applications.
7. The combined fiscal effort per student or the aggregate expenditures of the district from state and local funds for free public education for the school year will be at least ninety (90) percent of the combined fiscal effort per student or aggregate expenditures for the preceding year, unless specifically waived by the state.
8. Title I, P.L. 94-142, P.L. 99-457, and P.L. 89-313 funds will be used to provide programs which, taken as a whole, are at least comparable to services being provided in areas not receiving Title I funds.
9. The Title I project will be based on an annual assessment of educational needs.
10. Parental involvement and support will be encouraged and implemented as required by federal guidelines in all federal programs. Parents/guardians will be asked to participate in and will be kept abreast of their child's instructional progress in all federal programs.
11. The District will enter all approved MDE Title budgets and budget amendments into its accounting software as required by MDE to ensure alignment and tracking of federal funds approved by MDE.
12. The District will ensure all Title budgets and expenditures for all federal programs are: allocable, reasonable and necessary, meets program intent and purposes, aligned with

approved application and amendments on file at MDE, and obligated and liquidated in accordance with the approved plan within the approved grant period according with federal and state law.

13. The District will adhere to all guidelines prescribed in OMB Circular A-87, Appendix B.8.h regarding compensation for personal services which states, "Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least monthly and/or semi-annually and will be signed by the employee and supervisory official having first-hand knowledge of the work performed by the employee.

Legal Reference: Mississippi Code Section 37-7-301

References: Improving America's School Act; P.L. 94-142, P.L. 99-457, P.L. 89- 313; Accreditation Requirements of the State Board of Education, Bulletin 171, (1997) OMB Circular A-87, Federal Administration section of 34 CFR 80.20(b)(4) and 80.30; OMB Circular A-87, Appendix B.8.h

Section P-2

Draw Downs

Procedures for Submission of Federal Cash Transaction Report

Cash Management is the process of requesting and receiving funds. The Business Manager and/or designee is responsible for the preparation of the Request for Funds for federal programs "drawing down funds." The Business Manager and/or designee prepares the request for funds each month using the budget reports which reflects the revenues and expenditures for a specific fund for the previous month. The Business Manager and/or designee runs reports to determine cash needs. Reference **JCSD Policy DFC #5 (See Below)**.

Federal funds cannot be drawn down prior to travel occurring. To this end, the Business Manager and/or designee will make note of the amount requested for travel and withhold that amount until travel has occurred from the Draw Down Request. [34 CFR 76.707]

Procedures for Drawing Federal Funds

The district requests funds in a timely manner. Requests are to be received at the Mississippi Department of Education (MDE) by the designated deadline. The Business Manager and/or designee is responsible for the preparation of the Request for Funds. The Business Manager and/or designee prepares the request for funds each month using the budget reports which reflects the revenues and expenditures for a specific fund for the previous month. This is also when travel that has not occurred is subtracted out of the draw down request.

The Business Manager and/or designee runs reports to determine cash needs each month and sends the hard copy of these reports to the OFP to document communication

between the two departments. The JCSD receives instructions from MDE for the preparation of the request for funds. These instructions are maintained on file at JCSD. It is imperative that all financial records and supporting documentation be maintained on a timely basis and include accurate and reliable information. All funds received shall be entered into JCSD's financial accounting system and reconciled monthly to ensure accountability and accuracy.
Reference **JCSD Policy DFC #4 (See Below)**.

Jackson County School District Policy DFC

FEDERAL AID

ISSUE DATE: 5-18-1998 REVISED DATE: 6-9-2025

The Jackson County School Board strives to provide the best educational opportunities possible for the children in the district by seeking as many sources of revenue as possible to supplement the funds provided by local taxation and the basic aid program offered by the state.

Therefore, the district shall participate in federal financial assistance programs which provide direct educational and auxiliary services or opportunities to students enrolled in the school. The following procedures shall be employed when administering federal programs:

1. Federal funds will not be used for partisan political activity of any kind by any person or organization involved in the administration of federal-assisted programs. Prohibited expenditures shall include but not limited to the purchase of partisan political materials, contributions to any candidate for public office, and use of school property, equipment or employees in support of a candidate(s).

2. No person shall, on the grounds of race, sex, color, national origin, age, religion or disability, be excluded from participation in or be subjected to discrimination in any program or activity funded, in whole or in part, by federal funds.

3. The local school district may use federal funds so restricted (i.e. - Title I, Title 1003a, etc.) only to supplement and to the extent practical, increase the level of nonfederal funds that would, in the absence of federal funds, be made available for the education of pupils participating. In order to assure equitable distribution of funds, the school district will not use federal funds so restricted to provide services to students that the district is required to furnish.

4. A school district management system will require that federal draws be made to minimize the time elapsed between the transfer of funds from the State Department of Education and the disbursement of funds by the local school district.

5. The school district will observe all applicable state and federal laws and guidelines regarding receipts, expenditures, accounting and reports for materials and equipment received from federal funds. 534

6. The school district will follow all applicable federal guidelines in determining services that are allowed and will adhere to all restrictions in the approved project applications.

7. The combined fiscal effort per student or the aggregate expenditures of the district from state and local funds for free public education for the school year will be at least ninety (90) percent of the combined fiscal effort per student or aggregate expenditures for the preceding year, unless specifically waived by the state.

8. Title I, P.L. 94-142, P.L. 99-457, and P.L. 89-313 funds will be used to provide programs which, taken as a whole, are at least comparable to services being provided in areas not receiving Title I funds.

9. The Title I project will be based on an annual assessment of educational needs.

10. Parental involvement and support will be encouraged and implemented as required by federal guidelines in all federal programs. Parents/guardians will be asked to participate in and will be kept abreast of their child's instructional progress in all federal programs.

11. The District will enter all approved MDE Title budgets and budget amendments into its accounting software as required by MDE to ensure alignment and tracking of federal funds approved by MDE.

12. The District will ensure all Title budgets and expenditures for all federal programs are: allocable, reasonable and necessary, meets program intent and purposes, aligned with approved application and amendments on file at MDE, and obligated and liquidated in accordance with the approved plan within the approved grant period according with federal and state law.

13. The District will adhere to all guidelines prescribed in OMB Circular A-87, Appendix B.8.h regarding compensation for personal services which states, "Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least monthly and/or semi- annually and will be signed by the employee and supervisory official having first-hand knowledge of the work performed by the employee.

Legal Reference: Mississippi Code Section 37-7-301

References: Improving America's School Act; P.L. 94-142, P.L. 99-457, P.L. 89313; Accreditation Requirements of the State Board of Education, Bulletin 171, (1997) OMB Circular A-87, Federal Administration section of 34 CFR 80.20(b)(4) and 80.30; OMB Circular A-87, Appendix B.8.h

Procedure

The following process below will be done for all federal grants and all years:

1. MCAPS records will corroborate the monthly requests for funds.

2. The Federal Programs Department reviews the prior monthly expenditures and presents the Business Manager and/or designee with potential journal entries.

3. The Business Manager and/or designee reviews the submission and all necessary journal entries are made by the Business Manager and/or designee.

4. The Federal Programs Department then pulls an UPDATED expenditure budget report for the prior month and utilizes that report to key in the request for funds into MCAPS.

5. Once the requests are keyed into MCAPS, the Federal Programs Department submits the requests. The Business Manager and/or designee then reviews the requests and approves them.

6. The final approval is completed bv the Business Manager and/or designee and submitted to MDE.

Q. Title I, PART A

Section Q-1

In the Jackson County School District (JCSD), federal funds are only used to supplement non-federal fund sources for the education of our students that participate in federal programs. Particular care is given to ensure that the expenses are reasonable and necessary. To the extent practical, JCSD uses federal funds to increase the level of funds that would be available from the non-federal sources.

Title I funds are not used to supplant local and/or other federal funding and are not provided to participating Title I children when the same services are provided to non-Title I children with non-federal funds. The Director of Federal Programs will review the expenditures to ensure that expenses are supplementing not supplanting non-federal funds. The Director of Federal Programs approves all expenditures to confirm that supplanting is not taking place. The following questions should be answered NO and are considered when a federal programs expenditure is proposed:

Am I supplanting?

- **If we did not have federal funds to pay for the item or service, would other non-federal funds be used to procure the item or service?**
- **Was the item or service purchased with non-federal funds in prior years?**
- **Was the item or service provided to students in Title I schools and to students in (non-Title I) schools with non-federal funds?**

JCSD uses its own budgeting methodology that incorporates a combination of student to staff ratios and per pupil budget allocations. This budgeting methodology is made without regard to a school's Title status or Title funding. JCSD maintains a state and federal budget that documents the personnel and non-personnel budget line items by funding source (Local/State vs. Federal).

The Superintendent, Assistant Superintendents, Business Manager and/or designee, and Director of Human Resources as a group evaluate student enrollment data to determine the staffing needed at each school using predetermined staffing ratio targets and staffing thresholds without regard to Title status. Once a decision has been made, the Business Manager and/or designee are responsible for the calculation of the personnel costs. Any money left over from projected state and local revenues are used to equitably distribute service and supply money to each school based on factors such as square footage, enrollment, number of schools, number of programs at each school, etc. At no point is Title status considered in the equitable allocation of service and supply money. The Business Manager and/or designee maintain the state and local budget which is updated and presented to the board each month as new information comes in during the budgeting process.

The Business Manager and Director of Federal Programs work together to produce the

Comparability report each fiscal year. The comparability report when complete is uploaded into the Mississippi Grant Information System.

The Director of Federal Programs works with the schools receiving Title funds to supplement the staffing and resources the schools are receiving from state and local funds. The Principal of each Title school is responsible for developing a plan to use its Title funding to improve the performance of its school. JCSD Local/State budgeting methodology used to prove supplement not supplant is uploaded into Mississippi Grant Information System. The actual Local/State/Federal budget calculation is kept in the Business Office.

Section Q-2

Jackson County School District (JCSD) uses a Cost Pool for the services of the Federal Programs Department in administering the management of federal program funds. The Cost Pool is taken off the top of the district's federal allocation for federal programs. The Federal Programs Department uses its Cost Pool to cover the costs of personnel (salary and benefits) which include the Director of Federal Programs and the Federal Programs Coordinator. Besides personnel of the Federal Programs Department, the Cost Pool funds are used to purchase supplies, equipment, professional development, and travel for the Director of Federal Programs and the Federal Programs Coordinator.

Each of the positions funded by the Cost Pool are required to document their time spent on federal programs on a daily/weekly/yearly basis. The Director of Federal Programs monitors the time sheets and adjusts its funding percentages for these positions if the actual time spent on federal programs deviates from the initial plan. If changes are needed to the plan to match actual time spent then a revision to the plan is made.

When personnel are documenting their time as federal programs, the personnel are working strictly on federal programs activities outlined in their job descriptions. The job descriptions of the Director of Federal Programs and the Federal Programs Coordinator support the decision to fund these positions out of federal program funds.

Section Q-3

Jackson County School District does not currently transfer funds between its federal funds. All Cost Pool funds are taken off the top and put in its own fund for budgeting purposes. All Cost Pool expenditures are taken as they occur and expensed to the Cost Pool. If changes are needed to the Cost Pool expenditures because of a change in funding percentages of personnel, journal entries are done after the plan revision is approved.

Procedure

1. The Business Manager and/or designee is responsible for recommending any and all journal entries.
2. The Business Manager and/or designee is responsible for actually making the journal entries.
3. If the Business Manager and/or designee deems that a journal entry is necessary, they will notify the Director of Federal Programs and provide her with a copy of the journal entry and the supporting documentation.

R. Title II, PART A

Section R-1

Federal law states that, "Funds made available under this title shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this title." Jackson County School District (JCSD) uses Title II, Part A funds only to:

a. Supplement educational program activities provided with state and local funds. JCSD may not use Title II, Part A funds to pay for activities that, in the absence of these funds, would be provided with state and local funds.

b. Fund only the professional development activities that supplement those mandated locally or by the state and can supplement those discretionary professional development activities that JCSD would fund in the absence of other local and/or state funding sources.

Section R-2

Procedure

Jackson County School District (JCSD) uses no more than the maximum percent allowed for indirect costs. This amount has been approved in the Mississippi Grant Information System Application and Budget. Any administrative costs exceeding the approved amount must be accompanied by a justification that details how the administrative costs are reasonable and necessary.

S. Title III, Part A, ENGLISH LANGUAGE ACQUISITION

Section S-1

At this time, Jackson County School District (JCSD) has not made an application for Title III funds. If Title III funds are received by JCSD, all federal requirements will be followed.

Section S-2

This section is not applicable at this time, because Jackson County School District (JCSD) has not made an application for Title III funds. If Title III funds are received by JCSD, all federal requirements will be followed.

T. TITLE IV, PART A

Section T-1

Jackson County School District (JCSD) receives $30,000 or more in Title IV program funds and must conduct a comprehensive needs assessment that includes, at a minimum, a focus on three content areas:

- Well-rounded educational opportunities;
- Safe and healthy students; and
- Effective use of technology.

If JCSD receives less than $30,000, we must use funds for at least one of the focus areas.

- Activities to support well-rounded educational opportunities;
- Activities to support safe and healthy students; and/or
- Activities to support effective use of technology.

(No more than 15% of that designated portion will be used for technology infrastructure). JCSD may spend up to 2% on administration.

Section T-2

Based on the results of the comprehensive needs assessment, JCSD is receiving $30,000 or more and will use the funding as follows:

- at least 20 percent of funds for activities to support well-rounded educational opportunities;
- at least 20 percent of funds for activities to support safe and healthy students; and
- a portion of funds for activities to support effective use of technology.

(However, no more than 15% of that designated portion can be used for technology infrastructure).

Section T-3

If JCSD receives less than $30,000, we will use funds for at least one of the focus areas.

- Activities to support well-rounded educational opportunities;
- Activities to support safe and healthy students; and/or
- Activities to support effective use of technology.

(No more than 15% of that designated portion can be used for technology infrastructure) JCSD may spend up to 2% on administration.

JCSD will not use Title IV, Part A funds for medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to

treatment from impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs.

Section T-4

The purpose of JCSD TITLE IV program is to provide all students with a well-rounded education and access to an enriched curriculum and educational experience (Section 4107(a))

A well-rounded education:

- Helps students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society.

Promotes a diverse set of learning experiences that engage students across a variety of course activities and programs in subjects such as English, reading/language arts, writing, and science.

Allowable Activities as Outlined in Section 4107

1. College and Career Guidance and Counseling programs, such as:
    a. Post secondary education and career awareness and exploration activities.
    b. Training counselors to effectively use labor market information in assisting students with post secondary education and career planning.
    c. Financial literacy and federal financial aid awareness activities.

2. Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving and conflict resolution.

3. Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics (including computer science), such as:
    a. Increasing access to high quality courses for students through grade 12 who are members of groups underrepresented in such subject fields (as female students, minority students, English learners, children with disabilities, and economically disadvantaged students) to high-quality courses.
    b. Supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions).
    c. Providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students' understanding of STEM subjects.
    d. Supporting the creation and enhancement of STEM focused specialty schools.
    e. Facilitation collaboration among schools, after school programs, and informal program personnel to improve the integration of programming and instruction in the identified subjects.

f. Integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education.

4. Efforts to raise student academic achievement through accelerated learning programs, such as:

a. Reimbursing low-income students to cover part or all the costs of accelerated learning examination fees if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations.

b. Increasing the availability of and the enrollment in accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses.

5. Activities to promote the development, implementation and strengthening of programs to teach traditional American history, civics, economics, geography, or government education.

6. Foreign language instruction.

7. Environmental education.

8. Programs and activities that promote volunteerism and community involvement.

9. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics.

10. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

Safe and Healthy Students (Sect. 4108)

The second purpose of JCSD TITLE IV program is to improve school conditions for student learning by providing activities to support safe and healthy students. When students are healthy and feel safe and supported, they are more likely to succeed in school.

The term "safe and healthy" refers to a school environment that fosters a safe and supportive environment for learning, student physical and mental health, and any other activities that cut across both areas as determined by the State or JCSD, with the purpose of providing all students access to a safe and healthy educational experience.

A safe and healthy school environment may be described as a "positive school climate", and the components of a positive school climate described as "conditions for learning". There are many activities that promote a safe and healthy school environment; the following provides a few of the examples as outlined in the law.

Allowable Activities as Outlined in Section 4108

1. Activities that are coordinated with other schools and community-based services and programs.
2. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement.

3. Activities that promote the involvement of parents in the activity or program.

4. May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described within this section.

5. Drug and violence prevention activities and programs that are evidence-based including:

a. Programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.

b. Professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention.

6. School-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individuals to group counseling services, which may be provided by school-based mental health service providers.

a. School-based mental health service partnership programs that:

i. Are conducted in partnership with a public or private mental health entity or health care entity.

1. ii. Provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are:
- Based upon trauma-informed practices that are evidence based.
- Coordinated with early intervening services provided under Individuals with Disabilities Education Act (IDEA) (where appropriate).
- Provided by qualified mental and behavioral health professionals who are certified or licensed by the State and practicing within their area of expertise.

7. Programs or activities that:

a. Integrate health and safety practices into school or athletic programs.

b. Support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professional to help maintain the well-being of students.

c. Help prevent bullying and harassment.

d. Improve instructional practices for developing relationships building skills, such as

effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stealing, domestic abuse, and sexual violence and harassment.

e. Provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse.

f. Establish or improve school dropout and reentry programs.

g. Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports.

8. High-quality training for school personnel, including specialized instructional support personnel, related to:

a. Suicide prevention,

b. Effective and trauma-informed practices in classroom management,

c. Crisis management and conflict resolution techniques, human trafficking,

d. School-based violence prevention strategies,

e. Drug abuse prevention, including educating children facing substance abuse at home, or

f. Bully and harassment prevention.

9. Child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide:

a. Age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse.

b. Information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child.

10. Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that:

a. Is consistent with best practices.

b. Includes strategies that are evidence-based.

c. Is aligned with the long-term goal of prison reduction.

11. Implementation of school-wide positive behavioral interventions and supports, including through coordination with similar activities carried out under IDEA, to improve academic outcomes and school conditions for learning.

12. Designating a site resource coordinator at a school or JCSD to provide a variety of services such as:

a. Establishing partnerships within the community to provide resources and support for schools.

b. Ensuring that all service and community partners are aligned with the academic expectations of a community school to improve student success.

c. Strengthening relationship between schools and communities.

13.Pay for success initiative aligned with the purposes of this section.

Effective Use of Technology (Sect. 4109)

The third purpose of the JCSD TITLE IV grant is to improve the effective use of technology and thus improve the academic achievement and digital literacy of all students.

Allowable Activities as Outlined in Section 4109

1. Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to:
   a. Personalize learning to improve student academic achievement.
   b. Discover, adapt, and share relevant high-quality educational resources.
   c. Utter-based assessments and blended learning strategies.
   d. Implement and support school-wide and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.
2. Building technological capacity and infrastructure, which may include:
   a. Procuring content and ensuring content quality.
   b. Purchasing devices, equipment and software applications to address readiness shortfalls.
3. Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.
4. Carrying out blended learning projects, which shall include:
   a. Planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditure may not include expenditures related to significant construction or renovation of facilities.
   b. Ongoing professional development for Teachers, Principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project.
5. Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional

leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science.

6. Providing students in rural, remote and under served areas with the resources to take advantage of high-quality digital learning experience, digital resources, and access to online courses taught by effective educators.

a. A special rule within ESSA states that no more than 15 percent of funds in this content area may be spent on technology infrastructure, including devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.

b. The 15% special rule does not apply to the total JCSD TITLE IV sub grant JCSD may receive. To clarify, JCSD may not spend more than 15 percent of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time IT purchases.

Section T-5

Supplement, Not Supplant:

Districts may not use Title IV program funds for the cost of activities in the three Title IV program content areas: well-rounded education, safe and healthy students, and technology, if the cost of those activities would have otherwise been paid with State or local funds in the absence of Title IV program funds. Sect. 4110(e)(1)(A)

Federal Civil Rights: Title IV grant recipients must comply with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age.

Uniform Guidance: Cost Principles Under 2 CFR 200.403 the Uniform Guidance cost principles apply to the use of Title IV program funds, including the standards below:

- Prior Approval (§200.407)
- Allowable (§200.403)
- Allocable to the program (§200.405)
- Adequately documented

U. ESSA TRANSFERABILITY

Section U-1

Transfers of funds between formula programs is not a current practice of the Jackson County School District. If a transfer of funds between formula programs becomes necessary we will follow all requirements for the transfer of funds.

AA. TITLE I, PART A: LEA-LEVEL RESERVATIONS AND ALLOCATIONS TO TITLE I SCHOOLS

Section AA-1

At this time, JCSD LEA will not use Title I or Title II funds to provide financial awards and incentives for eligible teachers and instructional coaches in schools that are Title-I eligible and have been identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI)(ESEA 2015).

However, if at any time the JCSD LEA intends to use these funds, the JCSD LEA will follow the following guidelines:

FAQs for LEA staff:

	Title I, Part A	Title II, Part A
How much funding can I reserve for these rewards and incentives?	You may reserve up to 5% of your final Title I allocation, including funds transferred into Title I (ESEA 2015). The amount of funds allocated for equitable participation for eligible private school students will not change as a result of this reservation.	You may use any amount of your Title II, Part A funds (ESEA 2015). The amount of funds allocated for equitable participation for private schools will not change as a result of this reservation.
Which educators are eligible?	All **teachers** serving in a Title I-eligible school identified for CSI, TSI, or ATSI are eligible. **Instructional coaches** in those same schools are eligible if they have a teaching license and provide professional development.	
How do I budget for this in WISEgrants?	The process is similar to that for other reservations. Enter the amount in the "Financial Incentives" field on the Title I Plan Reservations screen, and budget for incentives and rewards in the personnel section of the budget.	Budget for incentives and rewards in the personnel section of the budget.

	Title I, Part A	Title II, Part A
When can I pay an educator an incentive?	Be sure to follow your LEA's policy. However, if you pay an incentive at the beginning of the school year, you must not liquidate and claim the incentive pay until after the services have been satisfactorily provided in accordance with the contract (OMB 2014).	
When can I claim reserved funds?	You may submit claims once the services tied to the incentive pay have been rendered (OMB 2014).	
What types of rewards and incentives are allowable?	The law does not specify. * Working with stakeholders can be very helpful when thinking about which rewards and incentives are most likely to increase equitable outcomes for students.	
What happens if my school's identification changes mid-year?	You have the option to change your rewards and incentives if your identification changes. Decisions should be based on the best interests of schools, teachers, and students. You can make changes to your reservation within the appropriate application in WISEgrants.	

*The law does not specify which types of financial incentives and rewards are allowable. You might consider the following options:

1. Incentives for effective teachers who take on instructional leadership roles within their schools identified as CSI, TSI, and ATSI
2. Incentives that attract, support, reward, and retain the most effective teachers at Title I eligible schools identified as CSI, TSI, and ATSI

Section AA-2

At this time, JCSD LEA will not use Title I or Title II funds to provide transportation for school choice for students in schools that are Title-I eligible and have been identified for Comprehensive Support and Improvement (CSI), (ESEA 2015).

If funds are ever reserved, the JCSD LEA will maintain the following evidence:

1. Financial records showing the reserved funds were spent
2. Documentation of transportation services for students in CSI schools

Section AA-3

JCSD LEA does reserve 20% of Title I funds for "Cost Pool" for the administration of Title I programs.

Marathon expenditure reports and/or procurement packages will be maintained yearly, showing how these reserved funds were spent.

Section AA-4

JCSD LEA will maintain financial records and documentation of the benefit the district initiative provided for all served Title I schools showing how reservations for district-managed initiatives were spent and utilized.

Section AA-5

The JCSD LEA will use free & reduced lunch counts from March to determine school ranking and serving for Title I schools.
The JCSD LEA will not serve any schools below 40% poverty. All elementary schools in JCSD are currently considered Title I eligible.

1. A list of schools that receive Title I funding with budget/allocation information from Marathon will be maintained at both the district and school level.

BB. TITLE I, PART A: GENERAL REQUIREMENTS

Section BB-1

TESTING PROGRAMS – II

The Board of Education of the Jackson County School District, pursuant to 37-16-5, shall periodically assess student performance and achievement in each school. Such assessment programs shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the minimum performance standards approved by the State Board of Education. Data from district assessment programs shall be provided by the State Department of Education when such data is required in order to evaluate specific instructional programs or processes or when the data is needed for other research or evaluation projects. This district may provide acceptable, compatible district assessment data to substitute for any assessment data needed at the state level when the State Department of Education certifies that such data is acceptable for the purposes of Section 37-16-3, as pursuant 37-16-5 (1983).

The district adheres to all requirements of the Mississippi Assessment System.

The district adheres to all testing guidelines and procedures prescribed by the State Board of Education.

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

- Any person violating any provisions or subsection (1) of this section is guilty of a misdemeanor and upon conviction shall be fined not more than One Thousand Dollars ($1,000.00), or be imprisoned for not more than ninety (90) days or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.
- The district attorney shall investigate allegations of violations of this section, either on its own initiative following a receipt of allegations, or at the request of a school district or the State Department of Education.

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

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

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

The principal shall administer the test or tests to such pupils or pupils as shall apply for transfer to such school. Such test or tests shall be administered within thirty days after the filing of each such application for transfer. Notice of the giving of such test shall be given to the applicant not less than five days prior to the date of the administration of such test.

No transfer of a pupil shall be effected until the test is given and the pupil is assigned according to the grade and class for which the test shows he is best suited. No pupil shall be assigned to a grade and the class more than three (3) grades above or below the grade or class that the pupil would have been assigned to had the pupil remained in the school from which the transfer is being made. Pending the administration of the test herein provided for and its grading and an assignment based thereon, the superintendent of the school district or the principal to which the pupil seeks admission may assign the pupil temporarily to a grade and class comparable to that in which the pupil would have been had the pupil continued in the school from which the transfer was being made.

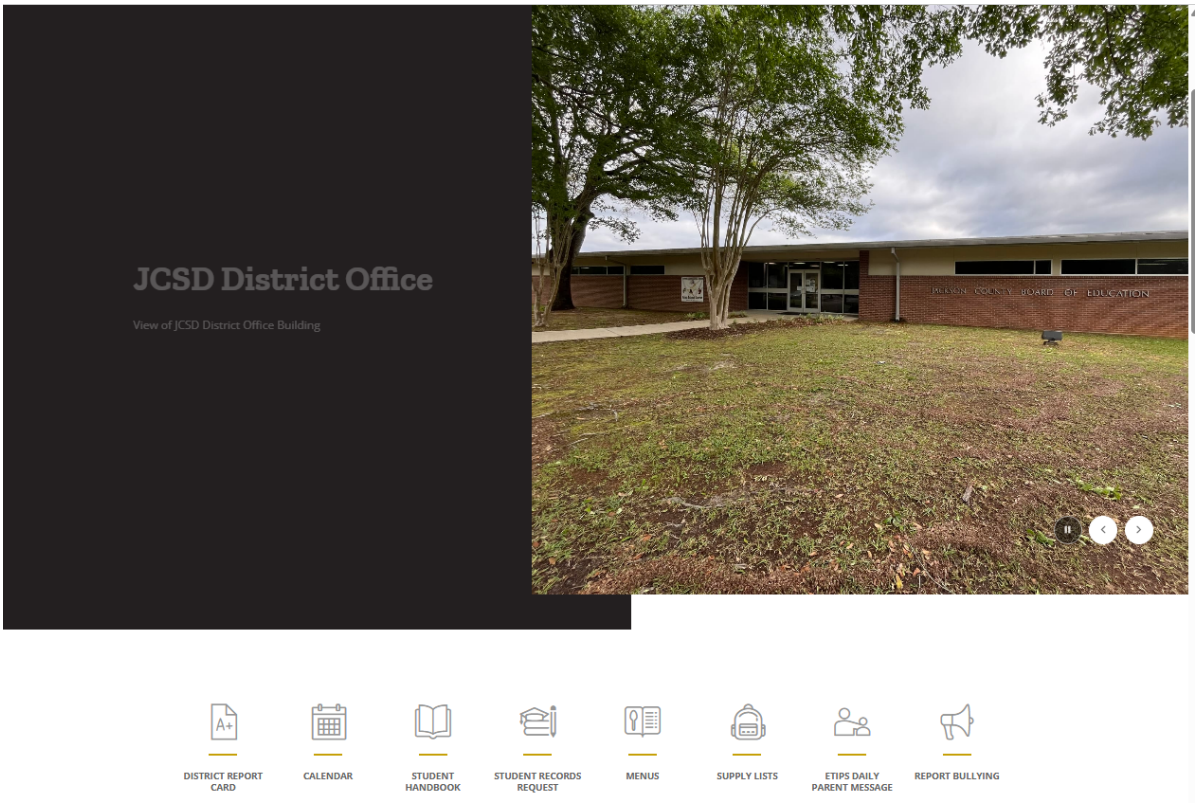
If any student is transferred or reassigned within the school district by order of the school board as designated by the law of the State of Mississippi and not at his own request, the requirement of that pupil's taking the standardized test shall be waived. Likewise, if a pupil shall transfer from one school district to another school district in the manner provided and required by the laws of the State of Mississippi, the requirement of such pupil taking the standardized test shall be waived, as pursuant to 37-15-33.

Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited by a regional or state agency is given either a standardized achievement test(s)

or teacher- made special subject test(s) to determine the appropriate classification of the student.

Legal Reference: MS Code 37-16-1 through 3; 37-16-4; 37-16-5; 37-15-33 Reference: Accreditation Requirements of the State Board of Education, Bulletin 171

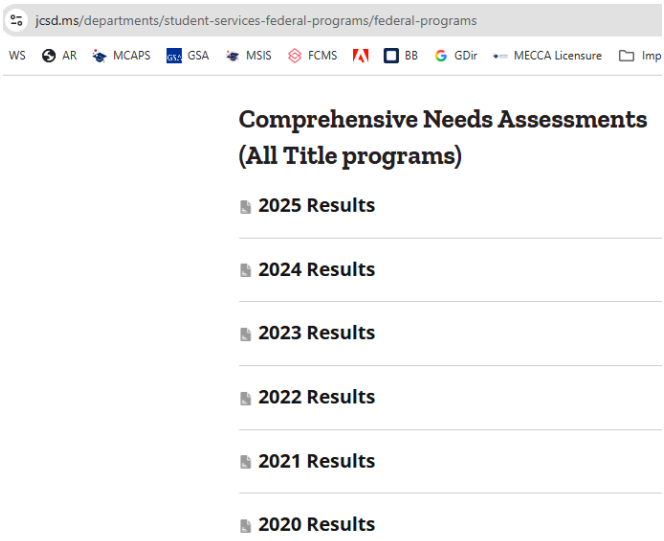
Section BB-2



The Annual Report Card will be posted at the bottom of the JCSD website homepage.

Section BB-3

JCSD will utilize the annual Comprehensive Needs Assessment survey (the link will be located on the homepage for 1 month beginning in January and ending in February) and the Leadership Team to engage all stakeholders in designing the Title I program. The link will be located on the District's homepage.



1. Each LEA Title I school will also convene Title I meetings with representatives from each stakeholder group.

2. Stakeholders will be able to access the Title IV-A Needs Assessment on the JCSD Federal Programs website.

3. Documentation of stakeholder engagement will be uploaded to Title1Crate and maintained as hard copies at the district/school level.

Stakeholder Engagement

Annually the Federal Programs Department convenes an JCSD Annual Title Parent & Community Meeting/ Work-session. The Federal Programs Department invite stakeholders from all Title I Local Schools to include representatives serving in the role of teacher, paraprofessional, administrator, and parents. Stakeholders will review the Title I Parental Engagement Policy during this meeting.

Section BB-4

TESTING PROGRAMS – II

The Board of Education of the Jackson County School District, pursuant to 37-16-5, shall periodically assess student performance and achievement in each school. Such assessment programs shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the minimum performance standards approved by the State Board of Education. Data from district assessment programs shall be provided by the State Department of Education when such data is required in order to evaluate specific instructional programs or processes or when the data is needed for other research or evaluation projects. This district may provide acceptable, compatible district assessment data to substitute for any assessment data needed at the state level when State Department of Education certifies that such data is acceptable for the purposes of Section 37-16-3, as pursuant 37-16-5 (1983).

The district adheres to all requirements of the Mississippi Assessment System.

The district adheres to all testing guidelines and procedures prescribed by the State Board of Education.

- It is unlawful for anyone knowingly and willfully to do any of the following acts regarding mandatory uniform tests administered to students as required by the State Department of Education and the General Educational Development Test (GED):
  - give examinees access to test questions prior to testing;
  - copy or reproduce all or any portion of any secure test booklet;
  - coach students during testing or alter or interfere with responses in any way;
  - make answer keys available to examinees;

- fail to account for all secure test materials before, during, and after testing; or
- participate in, direct, aid, counsel, assist in, encourage or fail to report any of the acts prohibited

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

● The district attorney shall investigate allegations of violations of this section, either on its own initiative following a receipt of allegations, or at the request of a school district or the State Department of Education.

● The district attorney shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

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

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

The principal shall administer the test or tests to such pupils or pupils as shall apply for transfer to such school. Such test or tests shall be administered within thirty days after the filing of each such application for transfer. Notice of the giving of such test shall be given to the applicant not less than five days prior to the date of the administration of such test. No transfer of a pupil shall be effected until the test is given and the pupil is assigned according to the grade and class for which the test shows he is best suited. No pupil shall be assigned to a grade and the class more than three (3) grades above or below the grade or class that the pupil would have been assigned to had the pupil remained in the school from which the transfer is being made. Pending the administration of the test herein provided for and its grading and an assignment based thereon, the superintendent of the school district or the principal to which the pupil seeks admission may assign the pupil temporarily to a grade and class comparable to that in which the pupil would have been had the pupil continued in the school from which the transfer was being made.

If any student is transferred or reassigned within the school district by order of the school

board as designated by the law of the State of Mississippi and not at his own request, the requirement of that pupil's taking the standardized test shall be waived. Likewise, if a pupil shall transfer from one school district to another school district in the manner provided and required by the laws of the State of Mississippi, the requirement of such pupil taking the standardized test shall be waived, as pursuant to 37-15-33.

Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited by a regional or state agency is given either a standardized achievement test(s) or teacher- made special subject test(s) to determine the appropriate classification of the student.

Legal Reference: MS Code 37-16-1 through 3; 37-16-4; 37-16-5; 37-15-33 Reference: Accreditation Requirements of the State Board of Education, Bulletin 171

Jackson County School District Policy IEI
IINSTRUCTIONAL INTERVENTION
ISSUED DATE: 12-15-2009 REVISED DATE: 11-18-2024

Multi-Tiered System of Support

In accordance to Mississippi State Board of Education's Policy 41.1, the Jackson County School District shall require a three-tiered instructional model designed to meet the academic and behavioral needs of every student.

Tier 1: High-quality classroom instruction

Tier 2: Focused supplemental instruction

Tier 3: Specifically designed intensive interventions as prescribed.

This systematic approach supports struggling learners, as well as advanced learners, through the selection of evidence-based instruction and intervention in response to both academic and behavioral needs. The system includes on-going progress monitoring of the effectiveness of instruction to ensure that all Mississippi students graduate from high school ready for college and career. Such model enables early identification of students in need of supports and allows for appropriate supports to be put in place as soon as a student starts to fall behind.

Universal screening is a process in which academic and behavioral data are analyzed to determine whether a student is likely to meet, exceed, or not meet benchmarks. A screener is an assessment given as one part of the screening process, to establish a baseline from which students are beginning, and to align the instructional starting point to student need(s).

1. 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 year to identify any deficiencies in reading.
2. Universal Behavior Screeners will be administered 3 times a year. The screener will address externalizing behavior and internalizing behavior.

3. A State Board of Education approved dyslexia screener will be administered in the spring of kindergarten and the fall of grade 1.

Universal screening and progress monitoring are central to making educational decisions. Data is used to adjust the intensity and nature of interventions depending on a student's responsiveness.

The goal of MTSS is to improve student outcomes for all students. In order to achieve improved student outcomes, each component of the MTSS framework must be implemented with fidelity. Fidelity of implementation is the commitment to following all policies and procedures when delivering an intervention. Procedural fidelity, as well as fidelity of implementation, should be measured regularly. The MTSS Documentation Packet contains fidelity checks that should occur at regular intervals.

Tier I instruction should include the use of a developmentally appropriate universal screener for academics and behavior. The data obtained from the universal screening assessments, as well as formative and summative assessments, should be used to inform instruction and lesson plan development. Instruction should be differentiated and scaffolded based on the specific needs of students. During Tier I, students must be given time to observe explicit modeling of new concepts and skills that are introduced as well as allowed time for guided practice, and independent practice of the newly introduced skills. Effective classroom management, active student engagement, and positive behavioral supports are key components of Tier I instruction. With effective high-quality instruction, approximately 80% of students' needs are met at the Tier I level, therefore Tier I is the first level of prevention.

Tier II interventions are designed for students who have not positively responded to Tier I efforts, instruction, and/or behavior management within the general classroom. It is recommended that a hearing screening and a vision screening take place at Tier II to rule out an underlying problem that might be causing lack of progress at Tier I. Within this tier of intervention support, the teacher typically provides additional instructional support aligned to core lessons. The interventions are carefully developed using various instructional planning resources. Tier II interventions should focus on specific, identified skill gaps, and they should be closely monitored. Tier II interventions should be data-driven and follow a progression of skills. The interventions should be scaffolded based on the individual needs of the student. Intervention sessions should be conducted one-on-one or in a small group setting for 20-30 minutes 3-5 days per week. Key instructional features that characterize Tier II intervention sessions are differentiated instruction, modeling, multiple student responses, and immediate feedback. Students receiving Tier II should be progress monitored minimally every other week (twice a month). Regular fidelity checks should be administered at equal intervals to ensure implementation of the intervention is carried out with integrity.

REFERRAL TO TST; Tier III: A student should be referred to the Teacher Support Team (TST) if progress monitoring data does not show adequate student progress and further support is needed. Additionally, students who populate the MSIS screen for one of the following indicators must be referred to TST within the first ~~20~~ 360 days of school.

1. Grades K–3: Student has failed one grade. Grades 4–12: Student has failed two grades.
2. A student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
3. A student who did not score at the required achievement level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
4. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

Tier III (typically 1-5% of population) provides the most intensive, targeted instruction specifically designed to meet the individual needs of the student. Tier III instruction should be designed to increase an individual student's rate of progress, close deficit gaps between the student and their peers, based on the student's need as determined by assessment data (universal screenings, hearing and vision screenings, diagnostic assessments, progress monitoring, etc.) and aligned to the core curricula. Intensive interventions should be evidence based, taught explicitly and systematically, and judiciously monitored for fidelity during implementation. Intensive instruction is provided in small groups or on an individual basis as dictated by the collected data. Tier III intervention should occur:

- as outlined by the intervention program,
- in accordance with the individualized plan, or
- for 30-60 minutes daily.

Tier III interventions should be progressed monitored weekly (one data point per week). Also, it should be determined that a student's lack of growth is not due to a hearing or vision problem that may be keeping him/her from mastering skills.

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. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If, it is concluded that the intervention plan was not successful, the TST must decide if the intervention should be revised, goals adjusted, or the student should be referred to the Multidisciplinary Evaluation Team (MET) for a Child Find Study.

The Literacy Based Promotion Act (LBPA), revised in 2016, requires that intensive reading instruction and intervention begin for students immediately following the identification of a reading deficiency. Individual Reading Plans (IRP) should be created for Kindergarten and 1st - 3rd grade students with a substantial reading deficiency, as well as students who passed to 4th grade with a Good Cause Exemption. The TST will determine if a student's data supports that a reading deficiency is present, at which time an IRP will be created.

References:

37-177-1 - Literacy-based Promotion Act established; purpose; determination of a reading deficiency in students in grades K through 3. 561

JCSD uses several progress monitoring tools throughout all grade spans to gauge the effectiveness of instruction. Documentation of monitoring and supporting student progress to strengthen academic programs and improve school conditions for students will be uploaded into Title1Crate. Below is a listing of progress monitor tools utilized by the JCSD Curriculum Department.

Edgenuity (8-12), Focus Math (3-5), Envision Math (K-5), Phonics for Reading (1-5), Lexia (K-5), Reflex/Frax (2-5), Sonday System 1 and 2 (K-8), Project Read, Heggerty, Sound Partners HELPS, Bridge to Reading (K-2), Bridge to Writing (K-3), iReady Toolbox, Imagine Math/Bluebird Math (K-12) Bridge to Reading/Writing, IXL Reading/Math, Read 180/Math 180, Focus Math (3-5)

Section BB-5

Jackson County School District Policy GBBA

PROFESSIONAL PERSONNEL QUALIFICATIONS AND DUTIES

ISSUE DATE: 5-20-2002 REVISED DATE: 3-18-2024

This school district is committed to high levels of academic achievement for all students, and thus seeks to employ highly qualified teachers in the elementary, middle, and high schools. The district shall employ teachers on a professional basis without regard to age, race, color, gender, disability, or national origin. Every school teacher employed in this school system must possess a valid license granted by the Mississippi Department of Education and shall execute a written contract with the Board of Education.
The Mississippi Public School Accountability Standard for this policy is standard 2.

LEGAL REFERENCE: MS CODE as cited Mississippi Public School Accountability Standards
CROSS REFERENCE: Policies GBD Professional Personnel Hiring IBFA Assistant Teachers

Section BB-6

Each Title I school will maintain documentation/evidence of transition activities for students in Early Childhood programs to Elementary. This documentation will be uploaded to Title1Crate

Section BB-7

Each Title I school will maintain documentation/evidence of reducing overuse of discipline practices that removes students from the classroom. Each campus has a school counseling program and PBIS support. This documentation will be uploaded to Title1Crate.

Section BB-8

Currently, all Title I schools in JCSD are elementary schools.

Section BB-9

Each school will maintain a copy of teacher certifications and other credentials for all certified teachers and paraprofessionals serving students in Title I schools to ensure that state licensure requirements are met.

Section BB-10

Jackson County School District Policy JAA

EQUAL EDUCATIONAL OPPORTUNITIES

ISSUED DATE: 6-1-1998 REVISED DATE: 4-15-2024

Every pupil of the district will have equal educational opportunities regardless of race, color, creed, sex, handicap, 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.

As provided under Title IX of the Education Amendments of 1972, no person in the U.S. shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

The Mississippi Public School Accountability Standard for this policy is standard 1.

HARRASSMENT PROHIBITED

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

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

Legal Reference: Mississippi Code § 37-15-35

Mississippi Public School Accountability Standards

1972 Education Amendments, Title IX; 45 CFR Part 86;

1964 Civil Rights Act, Title VI; 45 CFR Part 84;

1973 Rehabilitation Act, Section 503;

1973 Rehabilitation Act, Section 504;

Brown v. Board of Education, 347 U.S. 483 (1954)

Cross Reference: Policies BA – Board Operations Goals and Objectives Mission Statement
CA – General School Administration Goals and Objectives
IB – Instructional Goals

References:

37-15-35 - Segregation or integration of schools by reason of race, color, or national origin.

MPSAS - Public School Accountability Standards

Jackson County School District Policy JBC

SCHOOL ADMISSION

ISSUE DATE: 8-6-2007 REVISED DATE: 2-10-2025

Student Admissions

The Jackson County School District exists to provide publicly supported education to district residents. A child's residence is the residence of his or her parents or full legal guardian. The Jackson County School District will not recognize or accept general guardianship documents for health and school purposes only. Partial guardianship of the student by a resident within the district will not be recognized as meeting full legal guardianship.

The district will enroll non-resident students only to the extent required by law or under extreme circumstances as appropriate under procedures outlined by the State Board of Education and with the approval of the Jackson County School Board.

Wards of a public welfare department living in foster homes within the district are considered as residents of the district.

District approved exchange students residing in a home within the district are considered as having legal residence. Students who are married, but who have not reached the age of majority, shall be considered majority, provided they have residence within the bounds of the Jackson County School District.

The parent or legal guardian of students attending schools of the Jackson County School District will be required to show proof of residence as required by the Mississippi State Board of Education in the following manner:

Procedure I

Definition of residence for school attendance purposes:

The student physically resides full time, weekdays/nights and weekends, with the parent or guardian, at a place of abode located within the limits of the school district.

1. All schools will require students who are seeking to enroll in the school district to register at the school they are assigned to attend. If registering at the beginning of the school year, parents may submit residency documentation during the days and times designated for

Residency Verification. Appointments will be made for parents who need to verify residency at any other time. The school district shall verify the residency of each student.

2. Any new student enrolling or entering the school district or any continuing students whose residence has changed will be required to verify their residence address as herein provided as a part of the registration process. New enrollees to the district will register by appointment as set by the school.

3. The parents or guardians of continuing students whose residency has not changed shall provide proof of residency in person at a time designated by the District. All students, continuing and new to the district must register using the District's Online Registration Process.

Procedure II

Each new student or student whose residence has changed must establish his or her residency in the following manner:

STUDENTS LIVING with PARENTS or GUARDIAN

The parent or legal guardian of a student seeking to enroll must provide the school district with a least two of the items listed below as verification of their address. The parent or legal guardian may satisfy residency requirements by submitting two (2) documents from Category I or one (1) document from Category I and one (1) document from Category II. This requirement may NOT be met with only two (2) documents from Category II. No documents with a post office box as an address will be accepted.

Category I

At least one (1) from the following list displaying proper name and address:

1. Filed Homestead Exemption Application Form
2. Mortgage Statement or property deed; No property tax documents
3. Signed current apartment or home lease (all pages)
4. Current Utility bills; (Per MDE, NO cut-off or disconnect notices); No car/home insurance statements; no cell phone bills; no hunting licenses; Bill must be current, within 30 days of date of registration

Category II

One (1) document from the following list displaying proper name and address:

1. Driver's license or Mississippi State-Issued Identification Card; (Must show current address)
2. Automobile registration; (Must be current year's registration, not expired)
3. Voter registration card
4. Government mailing (Federal, state, or county) within the last 30 days
5. Any other document that will objectively and unequivocally establish the Parent or Guardian resides within the school district-must be approved by an administrator.

At a minimum, the district shall maintain in a file a written instrument identifying the types of documents used to verify each student's residency and copies of any relevant guardianship petition or decree.

When satisfactory evidence is presented that a family with school age children plans to move into the school district, the school administrator, which the student(s) will attend may waive the residency requirement for a period of time, not exceed 30 days, during which time the family will provide transportation for the student(s). In all cases the Superintendent of Education shall be notified in writing from school administrator of the circumstances surrounding the enrollment of such student(s) within one week of admission. If, at the conclusion of the 30-day waiver, the family is unable to provide sufficient and verifiable proof of residency, the school age children will be withdrawn until sufficient and verifiable proof of residency is presented and approved by the Assistant Superintendent.

HOMELESS STUDENTS

When a child is determined to be homeless as defined by the Stewart B. McKinney Act 42 USC Sections 11431(1), and 11432(e) (4) and 11302(a), the school district shall consider and take enrollment action that is in the best interest of the child pursuant to 42 USC 11432(e) (3)

PARENTS/LEGAL GUARDIANS without PERMANENT RESIDENCE (AFFIDAVITS)

1. The non-parent claiming district residency must meet the criteria required of a parent or legal guardian.
2. In addition to providing two proofs of residency, the district resident must provide the district official with an affidavit stating his or her relationship to the parent/guardian, and certify that the parent/guardian will be living at his/her abode full time with the student, and provide documentation fully explaining the reason(s) (other than school attendance zone or district preference) for this arrangement. The local school board or its designee will make the necessary factual determinations under Procedure II.

An Affidavit of Residency for a student(s) will remain in effect for 30 calendar days for which it is filed. Use of an Affidavit of Residency may not be allowed for more than one time during an academic school year or more than once in the student's school tenure in Jackson County School District. If any irregularity regarding the validity of an Affidavit is discovered, that parent/guardian will not be allowed to utilize an Affidavit of Residency option and the Jackson County Resident establishing residency for the parent/guardian will not be allowed to provide residency for any other parent/guardian through an Affidavit. Residency may be verified by the School Resource Officer and/or School Administrator.

STUDENTS LIVING with NON-CUSTODIAL ADULT

Examples of situations where "in loco parentis" authority of an adult should be recognized to establish residency of the minor include but are not limited to the following:

1. Death, serious illness, or incarceration of the child's parent(s) or guardian(s); (documentation required)
2. Abandonment of the child
3. Child abuse or neglect
4. Unstable family relationships or undesirable conditions in the home of he child's parents or guardians having a detrimental effect on the child
5. Students enrolled in recognized exchange programs residing with host families.

Whenever appropriate the person who has assumed responsibility for the care and custody of the child shall be required to obtain legal guardianship of the child. The requirements of Procedure II above are minimum requirements and the school district may require additional documentation and verification at any time.

In cases of guardianship, no temporary enrollment shall be processed except by the Assistant Superintendent of the District and/or by his/her designee and only in emergency circumstances.

Temporary enrollment may be granted for no more than 30 days. If after 30 days, the adult seeking registration of student(s) cannot provide legal guardianship documentation, a referral to the Department of Human Services (DHS) will be made. Pending review of guardianship by DHS, student(s) will remain enrolled in Jackson County School District.

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

The requirements of Procedure II are minimum requirements and the school district may require additional documentation and verification at any time.

Exhibits:

Jackson County Residency Verification.docx

Jackson County Affidavit of Residency Instructions.docx

JACKSON COUNTY School District

Residency Verification

Student Name: _____ DOB: _____ Grade: _____

Parent/Legal Guardian Name: _____

Address: _____ City: _____ Zip: _____

Telephone: _____ _____

(Primary) (Work/Alternate)

I, the parent/legal guardian, do verify that the proofs of residency submitted to Jackson County School District are a true and accurate representation of my legal residence.

_____ _____

Parent/Guardian Signature **Date**

Parent/Guardian to complete top only

Two Proofs of Residency

Two (2) proofs of residency are required. At least one (1) proof must be from Column A. All proofs must display proper name and address. No documents with a post office box as an address will be accepted. (Per Policy JBC)

Column A

- ☐ Filed Homestead Exemption Application Form
- ☐ Mortgage Statement or property deed; No property tax documents
- ☐ Signed current apartment or home lease (all pages)
- ☐ Current Utility bills; (Per MDE, NO cut-off or disconnect notices); No car/home insurance statements; no cell phone bills; no hunting licenses; Bill must be current, within 30 days of date of registration

Column B

- ☐ Driver's license or Mississippi State-Issued Identification Card; (Must show current address)
- ☐ Automobile registration; (Must be current year's registration, not expired)
- ☐ Voter registration card
- ☐ Government mailing (Federal, state, or county) within the last 30 days
- ☐ Any other document that will objectively and unequivocally establish the Parent or Guardian resides within the school district-must be approved by an administrator.

==========

OFFICE USE ONLY:

I, the employee of Jackson County School District, do verify that I have seen and approved this student's residency documents as indicated on this form.

_____ _____

District Employee Signature **Date**

Registration Checklist

_____ Birth Certificate ***(Required)***

_____ Immunization Compliance (Form 121 or 122) ***(Required)***

_____ SUMMER ENROLLMENT: final grades (report card) from previous school

_____ SCHOOL YEAR ENROLLMENT: withdrawal form from previous school showing past term grades and current grades

_____ _____

Prior School Name **Prior School City, State**

☐ Yes ☐ No -Legal Paperwork (custody, adoption, name change, guardianship)

☐ Yes ☐ No -Any Special Services (special education, Section 504, Gifted)

New Students

JACKSON COUNTY School District

Residency Verification

Student Name: _____ DOB: _____ Grade: _____

Parent/Legal Guardian Name: _____

Address: _____ City: _____ Zip: _____

Telephone: _____ _____

(Primary) (Work/Alternate)

I, the parent/legal guardian, do verify that the proofs of residency submitted to Jackson County School District are a true and accurate representation of my legal residence.

_____ _____

Parent/Guardian Signature **Date**

Parent/Guardian to complete top only

Two Proofs of Residency

Two (2) proofs of residency are required. At least one (1) proof must be from Column A. All proofs must display proper name and address. No documents with a post office box as an address will be accepted. (Per Policy JBC)

Column A

- ☐ Filed Homestead Exemption Application Form
- ☐ Mortgage Statement or property deed; No property tax documents
- ☐ Signed current apartment or home lease (all pages)
- ☐ Current Utility bills; (Per MDE, NO cut-off or disconnect notices); No car/home insurance statements; no cell phone bills; no hunting licenses; Bill must be current, within 30 days of date of registration

Column B

- ☐ Driver's license or Mississippi State-Issued Identification Card; (Must show current address)
- ☐ Automobile registration; (Must be current year's registration, not expired)
- ☐ Voter registration card
- ☐ Government mailing (Federal, state, or county) within the last 30 days
- ☐ Any other document that will objectively and unequivocally establish the Parent or Guardian resides within the school district-must be approved by an administrator.

OFFICE USE ONLY:

I, the employee of Jackson County School District, do verify that I have seen and approved this student's residency documents as indicated on this form.

_____ _____

District Employee Signature **Date**

Registration Checklist

☐ Yes ☐ No -Updated Immunization Compliance (Form 121 or 122) *(REQUIRED FOR INCOMING 7th Graders)*

☐ Yes ☐ No -Legal Paperwork (custody, adoption, name change, guardianship)

Returning Students

JACKSON COUNTY School District

Affidavit of Residency Instructions

PLEASE BE ADVISED: AFFIDAVIT OF RESIDENCY IS VALID FOR 30 DAYS FROM THE DATE IT IS EXECUTED. PARENTS OR GUARDIANS WHO FAIL TO PROVE RESIDENCY WITHIN 30 DAYS OF ENROLLING WITH AN AFFIDAVIT WILL HAVE THEIR STUDENT(S) UNENROLLED BY THE 30TH DAY OR THE FRIDAY OF THE 4 WEEK.

If a parent or guardian is using an affidavit from a LEGAL JACKSON COUNTY RESIDENT to prove residency, the LEGAL RESIDENT must produce TWO MDE approved forms of residency documentation (listed below) matching the address stated on the affidavit. The LEGAL RESIDENT must produce PHOTO ID for Notary and Central Office.

The parent/legal guardian of the student(s) must present a PHOTO ID matching the parent name on the student(s) birth certificate or custody paperwork. All custody paperwork must be executed by a court of law.

After the Affidavit is notarized, the parent/guardian and Legal Resident should present the two approved forms of residency documentation, IN THE NAME OF THE LEGAL RESIDENT AND MATCHING THE ADDRESS LISTED ON THE AFFIDAVIT, to the Central Office.

Two of the below listed documents are required to establish residency:

No documents with a post office box as an address will be accepted.

At least one (1) from the following list displaying proper name and address:

1. Filed Homestead Exemption Application Form
2. Mortgage Statement or property deed; No property tax documents
3. Signed current apartment or home lease (all pages)
4. Current Utility bills; (Per MDE, NO cut-off or disconnect notices); No car insurance statements; no cell phone bills; no hunting licenses; Bill must be current, within 30 days of date of registration

AND

One (1) document from the following list displaying proper name and address:

1. Driver's license or Mississippi State-Issued Identification Card (Must show current address)
2. Automobile registration (Must be current year's registration, not expired)
3. Voter registration card
4. Government mailing (Federal, state, or county) within the last 30 days
5. Any other document that will objectively and unequivocally establish Parent or Guardian resides within the school district-must be approved by an administrator.

***** PLEASE NOTE: NO NOTARY SERVICES WILL BE PROVIDED BY JACKSON COUNTY SCHOOL DISTRICT. PLEASE HAVE PAPERWORK DULY NOTARIZED PRIOR TO SUBMITTING RESIDENCY DOCUMENTATION TO THE CENTRAL OFFICE *****

Please call 228/826-0190 and ask for Shelly Barnett to schedule an appointment.

Procedures:

1. Please have attached form signed and notarized
2. Call Central Office to schedule an appointment
3. When completing the process at Central Office, PARENT/GUARDIAN MUST PRESENT: (a) photo ID that matches a parent name on the student(s) birth certificate (or custody papers) (b) 2 forms of residency documentation (**MATCHING THE ADDRESS ON THE NOTARIZED AFFIDAVIT**) obtained from the LEGAL RESIDENT (c) completed, notarized affidavit

PLEASE BE ADVISED:

Residency may be verified by the School Resource Office and/or by School Administrator between the hours of 3:00 pm and 9:00 pm.

JACKSON COUNTY School District

Affidavit of Residency

(Valid for 30 days from date of execution)

Student(s) Name:

School(s) Name:

Parent's/Guardian's Name (Please Print):

Section 37-25-29 of the Mississippi Code of 1972-Mississippi State Board of Education Policy and District Policy JBC Admissions Policy require students to live with a parent or legal guardian in the Jackson County School district. Affidavit of Residency shall be valid for 30 days from the date of execution.

Parent/Legal Guardian swears that:

- I am actually residing on a full-time basis at the address listed below which is situated within the boundaries of the Jackson County School District.
- I am the parent/guardian listed above, and the student is residing with me on a full-time basis at the address listed below.
- I have been advised of the residency requirements of the state law, Mississippi State Board of Education Policy, and the School District policy. I understand that if the student is not actually residing with me at the address given above, the student will be immediately withdrawn from school in the Jackson County District and I will not be allowed to establish residency through an Affidavit for any other registration(s) in the Jackson County School District.

Signature of Parent/Guardian Identification Presented

Jackson County Resident (LEGAL RESIDENT) Name:

Jackson County Resident Address: (No P.O. Boxes)

Legal resident understands that if it becomes apparent that parent/guardian and their student(s) are not residing with Legal Resident at the address listed above, Legal Guardian will not be allowed to establish residency for any other individual in the Jackson County School District.

Signature of Jackson County Resident Identification Presented
(LEGAL RESIDENT who is providing residency paperwork)

I verify that the persons listed above presented the identification listed above and personally appeared before me, the undersigned, on this the _____day of _____,
20____, within my jurisdiction.

_____
(Notary Public)
Please make sure seal is legible. Thank you.

CC.TITLE I, PART A: GENERAL MCKINNEY-VENTO HOMELESS EDUCATION REQUIREMENTS

Section CC-1

The JCSD LEA will reserve approximately $100 for every student identified as homeless in the Month 9 MSIS report from the preceding school year. These funds will be reserved to meet the educational needs of homeless students.

The JCSD LEA will reserve sufficient Title I Part A and any other Federal Funds to provide services to homeless students who attend non-Title I schools that are comparable to those provided to students in Title I schools. These services may include providing educationally related support services to children in shelters and other locations where homeless children live. Services will be provided to assist homeless students to effectively take advantage of educational opportunities. In addition to serving homeless children and youths who attend non-Title I schools, the homeless set aside will be used by the JCSD LEA with both Title I and non-Title I schools to provide services to homeless students in Title I schools that are not ordinarily provided to other Title I students.

Title I, Part A and any other Federal Funds may be used to provide a wide variety of services to homeless students. In addition to providing services to assist homeless students in meeting the State's challenging academic standards, Title I, Part A and any other Federal Funds may be used to provide services to homeless children and youths, including those in Title I schools, that may not ordinarily be provided to other Title I students. (ESEA section 1113(c)(3)(C)(ii)). For example, to help homeless students effectively take advantage of educational opportunities, an LEA may use Title I, Part A and any other Federal Funds to provide, where appropriate, items or services including, but not limited to

- Items of clothing, particularly if necessary to meet a school's dress or uniform requirement;
- Clothing and shoes necessary to participate in physical education classes;
- Student fees that are necessary to participate in the general education program;
- Personal school supplies such as backpacks and notebooks;
- Birth certificates necessary to enroll in school;
- Immunizations;
- Medical and dental services;
- Eyeglasses and hearing aids;
- Counseling services to address anxiety related to homelessness that is impeding learning;
- Outreach services to students living in shelters, motels, and other temporary residences;
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- Tutoring services, especially in shelters or other locations where homeless students live;
- Parental involvement specifically oriented to reaching out to parents of homeless students;
- Fees for AP and IB testing;
- Fees for college entrance exams such as SAT or ACT; and
- GED testing for school-age students.

Two principles govern the use of Title I, Part A and any other Federal Funds to provide such services to homeless students. First, the services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities.(ESEA section 1113(c)(3)(A); 2 CFR § 200.403(a)). Second, Title I, Part A and any other Federal Funds must be used only as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally. (See ESEA section 1115(e)(2)).

Spending is monitored and tracked using the accounting system: Marathon. All requisitions, using the Title I and/or ESSER homeless set aside, will originate at the district level.

Section CC-2

Jackson County School District Policy JQN

EDUCATION for HOMELESS CHILDREN and YOUTH

ISSUE DATE: 7-6-1993 REVISED DATE: 7-14-2025

Education of the Homeless School Age Children

All school-age children, including the homeless, who live within the Jackson County School District, shall be eligible to attend the district's schools, Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held, A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

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 district school or school of origin in a manner that would be in the best interest of the child as determined by the district Homeless Liaison for homeless students.

The Superintendent of Education has the authority to designate a student as homeless based on criteria outlined in this policy and the McKinney Vento Homeless Assistance Act. If, it is determined by the Superintendent that a child or his/her parents are attempting to use a designation of homeless to change schools for reasons other than those delineated in the McKinney Vento Act (i.e. athletics, school choice or other non-related reason), the Superintendent may deny a homeless designation.

The district utilizes this policy as it guideline to explain the rights of homeless students and the

responsibilities of the schools to meet their needs and eliminate barriers to school attendance. This information shall also be disseminated in writing and by other means designed to raise awareness of these rights and responsibilities to staff, homeless families and students, the public, and homeless service providers.

DEFINITIONS

For the purposes of this policy, children are deemed to be homeless under the following conditions:

1. Individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1);
2. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
3. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C));
4. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
5. Migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless because the children are living in circumstances described in numbers 2-4 above.

SERVICES TO BE PROVIDED

1. Pursuant to and in compliance with the requirements of the Stewart B. McKinney Homeless Assistance Act of 1990, 42USC11431, it shall be the policy of this school district, to the extent practicable under requirements relating to education established by state law, that each eligible child of a homeless Individual and each eligible homeless youth will have access to a free appropriate education comparable to the education provided the children of district residents who are non-homeless, without isolation or stigma.

2. The placement of an eligible homeless child or youth will take into consideration the best interests of the homeless child or youth and placement requests made by a parent.

3. The choice of placement in either the "school of origin" or the school serving the "place of abode" will take place regardless of whether the child or youth is living with the homeless parent(s) or has been temporarily placed elsewhere by the parent(s).

4. Provided the homeless child or youth meets eligibility criteria, he/she will be provided transportation services; compensatory education programs for the disadvantaged; educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meals programs.

5. Any and all records ordinarily kept by this school district, including immunization records, academic records, birth certificates, guardianship records, evaluations for special services and programs shall be kept on homeless children and youth and shall be forwarded in a timely fashion should a child or youth enter a new school or school district; and in a manner consistent with S1232g of Title 20

6. Any and all records ordinarily kept by this school district, including immunization records, academic records, birth certificates, guardianship records, evaluations for special services and programs shall be kept on homeless children and youth and shall be forwarded in a timely fashion should a child or youth enter a new school or school district; and in a manner consistent with S1232g of Title 20

7. Any and all records ordinarily kept by this school district, including immunization records, academic records, birth certificates, guardianship records, evaluations for special services and programs shall be kept on homeless children and youth and shall be forwarded in a timely fashion should a child or youth enter a new school or school district; and in a manner consistent with S1232g of Title 20

8. The homelessness liaison shall inform school personnel, service providers and advocates working with homeless families of the duties of the liaison.

9. This school district has and will continue to review and revise, to the extent practicable under the requirements relating to education established by state law, any policies that may act as barriers to the enrollment of homeless children and youth in schools selected in accordance with paragraphs 2, 3 and 4 above.

10. In reviewing and revising such policies, to the extent practicable under the requirements relating to education established by state law, consideration shall be given to issues concerning transportation, requirements of immunization, residency, birth certificates, school records, or other documentation and guardianship.

11. Disputes which may arise regarding the assignment of a homeless child or youth will be promptly resolved according to the provisions of Policy JBCCA - Assignment of Pupils. Other issues or disputes will be directed to the attention of the school official responsible for that particular matter for prompt resolution. If this dispute cannot be resolved locally, any aggrieved party may make a written request for a review of the matter to:

Coordinator of the Homeless Program
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205

Should the homeless child be living with a parent designee, a person with whom the parents have placed the child but who is not a legal guardian, school officials shall communicate directly with the parent designee concerning any school-related matters involving the homeless child and, in addition, shall use their best efforts to communicate the same information to the respective parent(s).

5/15

If a dispute arises over any issued covered in this policy, the school where the dispute arises will provide the parent/guardian or unaccompanied homeless youth with a written explanation of its decision and the right to appeal and will refer the parent/guardian or youth to Director of Student Services/Federal Programs in the Jackson County School District Office immediately. The Superintendent shall designate the Director of Student Services/Federal Programs in the district office to investigate and report complaints that are believed to be in non-compliance with the Stewart B. McKinney Homeless Assistance Amendment Act and/or issues that deal with the educational placement of homeless children and youth which cannot be resolved at the attendance center. If a parent or guardian has a complaint, he/ she should go first to the building principal. If the dispute cannot be resolved at this point, then it should be presented to the Assistant Superintendent of the Attendance Center. If the dispute is not resolved at this point, it will be presented to the Director of Student Services/Federal Programs in the district office. If the dispute cannot be resolved at this level, a request will be made to the State Department of Education's Coordinator of the Homeless Program for a formal review. The review must be requested in writing immediately after the dispute takes place. The parent/guardian or youth will be given every opportunity to participate in the resolution of the dispute.

Reference: Stewart B. McKinney Act, P.L. 100-77 Mississippi Code 37 -13-91; 37-15-9; 37-7-301; 41-23-37; 37-3 -49; 37-15-1 through 37-15-3 National School Lunch Act, 1946 Family Educational Rights and Privacy Act, 1974

Section CC-3

The JCSD LEA has designated a liaison for homeless children and youth, who will attend all mandatory MDE trainings and national trainings to improve competence in assisting identified homeless students in JCSD.

Section CC-4

Copies of flyer's have been posted in all school locations and the district office that identify the State and District homeless liaison for all stakeholders and local families. All school counselors will be trained annually at the EOY school counselor meeting, and throughout the year if updates in procedure take place.

HOMELESS Procedures-

1. When a parent/guardian completes the Title IX form, at the time of registration, and marks one of the situations listed at the bottom of the form, **the school counselor will interview** the parent and make sure that they have a clear understanding of the circumstances.
    a. Unaccompanied Homeless Youth (Child does not reside with a parent or legal guardian)
    b. Family resides in substandard housing (Lacks or has inadequate utilities, excessive holes in floors, cardboard walls/windows, camping ground, etc).
    c. Child/family resides in temporary or public/privately operated shelter (Runaway, domestic violence, substance abuse, emergency, etc.) Temporarily child/family resides with relatives or friends (due to loss of job, housing, income or similar reason) Please explain:_____
    d. Child/family resides in non-sub-standard domiciles or on the "streets' (tents, vehicles, buses, abandoned buildings, condemned areas, etc.)
    e. Parent/guardian in placement of institution (i.e. jail/prison, mentally ill facility, etc)
    f. Child who is initially housed in an emergency placement by DHS and awaiting foster care placement.
2. Then the counselor will send the Title IX forms (part 1 and 2) & Caregiver Authorization form, if applicable, to **Mrs. Shelly Barnett and Mrs. Kimberly Williams** and make every effort to inform me of any extenuating circumstances in a brief synopsis.
3. I will review the form and decide on whether the student should be considered as homeless. If the student is considered homeless then the following must occur:
    a. The counselor must mark the student as homeless in SAM7 (Go to the student's folder, then to the At-Risk tab, scroll down and click on edit, and check the box next to "homeless" under the At-Risk section).
    b. Please store all forms in the student's cumulative folder for a period of one academic school year. ***(This documentation will need to be removed from the cumulative folder at the end of the year).***
    c. **Shelly Barnett** will send Food Services a copy of the homeless student's Title IX (form 1) for their records.
4. Once you upload for the month, please go into MSIS (under the view student data to make sure that the title x indicator has turned to "y" instead of "n". If the student was marked in SAM7 before you upload, then all should go well.
5. **A student is marked homeless for 1 year, and will have to re-apply every year. Please clear out all of your homeless indicators in SAM7 at the end of the school year after your final Month 9 upload to MSIS.**

Section CC-5

The Assistant Superintendent of Support oversees transportation for all students. If a homeless student requires transportation, the school personnel will contact the Assistant Superintendent of Support to arrange transportation services for the homeless student. The attendance transportation supervisor may have to communicate with the parent to ensure that the student is transported to and from the school of origin.

Section CC-6

Comparable services are offered to other students in all JCSD LEA schools. The Director of Career and Technology Education, Director of Special Education, Director of School Food Service, Director of Curriculum and Instruction, and Gifted Coordinator will maintain documentation that demonstrates that training is provided to all school personnel to ensure that homeless students are equally identified for assistive services and other academic programs that their peers are identified for annually.

Section CC-7

All JCSD school counselors and other administrative personnel will collaborate with state, local, non-profit and social service agencies or programs to ensure that the needed services are available to homeless children and youth.

Section CC-8

Each school in the JCSD LEA will identify the educational needs of all students, which will include the educational needs of homeless students and unaccompanied homeless youth. The Director of Curriculum and Instruction will work with all instructional leaders within the district to ensure that educational supports are in place for homeless children and youth.

Section CC-9

The JCSD LEA has not instituted a public preschool program. However, JCSD LEA has a Special Education Pre-K program overseen by the Director of Special Education.

Section CC-10

The JCSD LEA school counseling program is comprehensive and focuses on the needs of students to ensure that they can make the most of their educational experience. The program addresses key aspects, including academic achievement, career guidance and support for social and emotional challenges. Homeless students have equal access to the school counselor assigned to them. The school counselor will maintain sign-in logs to document student visitations.

Section CC-11

Jackson County School District Policy JQN
EDUCATION for HOMELESS CHILDREN and YOUTH

ISSUE DATE: 7-6-1993 REVISED DATE: 7-14-2025

Education of the Homeless School Age Children

All school-age children, including the homeless, who live within the Jackson County School District, shall be eligible to attend the district's schools, Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held, A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

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 district school or school of origin in a manner that would be in the best interest of the child as determined by the district Homeless Liaison for homeless students.

The Superintendent of Education has the authority to designate a student as homeless based on criteria outlined in this policy and the McKinney Vento Homeless Assistance Act. If, it is determined by the Superintendent that a child or his/her parents are attempting to use a designation of homeless to change schools for reasons other than those delineated in the McKinney Vento Act (i.e. athletics, school choice or other non-related reason), the Superintendent may deny a homeless designation.

The district utilizes this policy as it guideline to explain the rights of homeless students and the responsibilities of the schools to meet their needs and eliminate barriers to school attendance. This information shall also be disseminated in writing and by other means designed to raise awareness of these rights and responsibilities to staff, homeless families and students, the public, and homeless service providers.

DEFINITIONS

For the purposes of this policy, children are deemed to be homeless under the following conditions:

1. Individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1);

2. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency

or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

3. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C));

4. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

5. Migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless because the children are living in circumstances described in numbers 2-4 above.

An unaccompanied is a homeless child not in the physical custody of a parent or guardian.

SERVICES TO BE PROVIDED

1. Pursuant to and in compliance with the requirements of the Stewart B. McKinney Homeless Assistance Act of 1990, 42USC11431, it shall be the policy of this school district, to the extent practicable under requirements relating to education established by state law, that each eligible child of a homeless Individual and each eligible homeless youth will have access to a free appropriate education comparable to the education provided the children of district residents who are non-homeless, without isolation or stigma.

2. The placement of an eligible homeless child or youth will take Into consideration the best interests of the homeless child or youth and placement requests made by a parent

3. The choice of placement in either the "school of origin" or the school serving the "place of abode" will take place regardless of whether the child or youth is living with the homeless parent(s) or has been temporarily placed elsewhere by the parent(s).

4. Provided the homeless child or youth meets eligibility criteria, he/she will be provided transportation services; compensatory education programs for the disadvantaged; educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meals programs.

5. Any and all records ordinarily kept by this school district, including immunization records, academic records, birth certificates, guardianship records, evaluations for special services and programs shall be kept on homeless children and youth and shall be forwarded in a timely fashion should a child or youth enter a new school or school district; and in a manner consistent with S1232g of Title 20

6. Should this school district receive assistance under S11432 of the Act, It shall coordinate with local social service agencies and other agencies or programs providing services to such children or youth and their families

7. Should this school district ever receive assistance under S11432 of the Act, it shall designate a homelessness liaison to ensure that homeless children and youth enroll in and succeed in the schools of their district; and, homeless families, children and youth receive educational

services for which they are eligible, and referrals to health care services, dental services, mental health services, and other appropriate services.

8. The homelessness liaison shall inform school personnel, service providers and advocates working with homeless families of the duties of the liaison.

9. This school district has and will continue to review and revise, to the extent practicable under the requirements relating to education established by state law, any policies that may act as barriers to the enrollment of homeless children and youth in schools selected in accordance with paragraphs 2 3 and 4 above

10. In reviewing and revising such policies, to the extent practicable under the requirements relating to education established by state law, consideration shall be given to Issues concerning transportation, requirements of immunization, residency, birth certificates, school records, or other documentation and guardianship.

11. Disputes which may arise regarding the assignment of a homeless child or youth will be promptly resolved according to the provisions of Policy JBCCA - Assignment of Pupils. Other issues or disputes will be directed to the attention of the school official responsible for that particular matter for prompt resolution. If this dispute cannot be resolved locally, any aggrieved party may make written request for a review of the matter to:

Coordinator of the Homeless Program
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205

Should the homeless child be living with a parent designee, a person with whom the parents have placed the child but who is not a legal guardian, school officials shall communicate directly with the parent designee concerning any school-related matters involving the homeless child and, in addition, shall use their best efforts to communicate the same information to the respective parent(s).

If a dispute arises over any issued covered in this policy, the school where the dispute arises will provide the parent/guardian or unaccompanied homeless youth with a written explanation of its decision and the right to appeal and will refer the parent/guardian or youth to Director of Student Services/Federal Programs in the Jackson County School District Office immediately. The Superintendent shall designate the Director of Student Services/Federal Programs in the district office to investigate and report complaints that are believed to be in non-compliance with the Stewart B. McKinney Homeless Assistance Amendment Act and/or issues that deal with the educational placement of homeless children and youth which cannot be resolved at the attendance center. If a parent or guardian has a complaint, he/ she should go first to the building principal. If the dispute cannot be resolved at this point, then it should be presented to the Assistant Superintendent of the Attendance Center. If the dispute is not resolved at this point, it will be presented to the Director of Student Services/Federal Programs in the district office.

If the dispute cannot be resolved at this level, a request will be made to the State Department of Education's Coordinator of the Homeless Program for a formal review. The review must be requested in writing immediately after the dispute takes place. The parent/guardian or youth will be given every opportunity to participate in the resolution of the dispute.

Reference: Stewart B. McKinney Act, P.L. 100-77 Mississippi Code 37 -13-91; 37-15-9; 37-7-301; 41-23-37; 37-3 - 49; 37-15-1 through 37-15-3 National School Lunch Act, 1946 Family Educational Rights and Privacy Act, 1974

DD. TITLE I, PART A: FOSTER CARE

Section DD-1

The JCSD LEA has designated a foster care point of contact and listed the name of the employee in MSIS and contacted the regional foster care/child welfare department.

Jackson County School District Policy JQO

FOSTER CARE PLAN

ISSUE DATE: 11-14-2022 REVISED DATE: 7-14-2025

The Jackson County School District is dedicated to promoting high achievement and educational stability to those students in foster care. The District will collaborate with the Mississippi Department of Education (MDE), the Mississippi's Child Welfare Agency, and the Mississippi Department of Child Protection Services (MDCPS) as needed to provide educational services for students in foster care.

DEFINITIONS

1. Best Interest Determination (BID) – refers the collaborative process between MDCPS and local school districts based on the individual student's unique best interests. The determination involves input from multiple parties to make decisions about whether a student placed in foster care should continue to attend his or her school of origin.
2. School of Origin – refers to the school that a student was attending at the time of placement in foster care or the last school the student attended, despite a change in home. To ensure continuity in education, remaining in the school of origin is preferred.
3. School District of Origin – refers to the Mississippi school district in which a school of origin is physically located.

DISTRICT POINT OF CONTACT (POC)

The District will maintain a staff person who is designated as the District's POC for students in foster care. The POC will follow all requirements as set forth in MDE Rule 30.8.

The District will provide MDE will the name and contact information of the District POC at the beginning of each school year. The POC and his/her contact information will be posted on the District's website for ease of contact. Any changes to the District POC before the end of the academic year will be provided to the MDE POC.

BEST INTEREST DETERMINATION (BID)

The District will coordinate with MDCPS to finalize a BID within seven (7) school days from the date the District is notified, by MDCPS, of child's placement in foster care or change in the child's living arrangement, except in emergency removal situations.

During the BID determination period, the District will ensure the child is permitted to remain in his or her school of origin and the District will document how transportation shall be

provided, arranged, and funded during the pendency of the BID decision. See Policy EDD

The BID decision will involve input from multiple, relevant parties who have the authority to make decisions regarding the child in foster care, and who have the knowledge and expertise about the child and the child's circumstances to determine whether a student in foster care should continue to attend his or her school of origin. These parties may include:

1. MDCPS representative;
2. Student, if applicable;
3. Child's foster family;
4. Individual from receiving school district;
5. Counselor;
6. Guardian Ad Litem; and,
7. Biological Parent, if determined by MDCPS or Court Order.

If there is disagreement regarding school placement for a student in foster care, MDCPS is the final decision maker. Students should continue to attend their schools of origin while BIDs are determined.

The District will consider all factors relating to a child's best interest. In evaluating the appropriateness of the current educational setting, the District will consider:

1. Appropriateness of the current educational setting (the school of origin),
2. Proximity to the school in which the child is enrolled (the school of origin) at the time of placement in foster care,
3. Preferences of the child's parent(s) or education decision maker(s) (individual legally authorized by the court to make educational decisions for a child in foster care);
4. Holistic and well-informed determination, utilizing a variety of student-centered factors including, but not limited to –
   a. Student's age and grade level;
   b. Student's preference, when age appropriate;
   c. Student's attachment to the school, including meaningful relationships with staff and peers;
   d. Placement of the student's sibling(s);
   e. Distance/length of time to travel to/from school;
   f. Time of academic year, academic performance, and skills;
   g. Current educational goals and services; anticipated length of time in placement, and whether reunification is the family goal;
   h. Number of placements to date;
   i. Child's participation in specialized instruction (e.g., gifted programming, career technical education program, College Credit Plus, Advanced Placement classes);

j. Availability of required special education and/or related services in a school other than the school of origin when the student has an identified disability under IDEA or Section 504;

k. Availability of language services in a school other than the school of origin when the student has been identified as an English learner;

l. Child's ability to earn full academic credit, the ability to proceed to the next grade, or the ability to graduate on time;

m. School climate, peer support, supportive adults, and involvement in extracurricular activities;

n. Availability and quality of the services in the school to meet the child's educational and socio-emotional needs;

o. Impact the commute to and from school would have on the child, based on developmental functioning. For children with disabilities, consider the IDEA's federal requirements when determining best interest;

p. Any other relevant factors pertinent to the child.

5. Whether the student needs to remain in the school of origin for a limited time (e.g., until the end of the school year, the end of a testing or grading period).

6. Determine if it is appropriate to revisit the question of whether it is in the student's best to remain in the school of origin or enroll locally, and if so, document a specific time to reassess; and,

7. NOT consider the cost of transportation when determining a child's best interest.

REMAIN IN SCHOOL OF ORIGIN

When the District has determined that it is in the best interest of the child to remain in the school of origin, the District will document in the individualized student's plan regarding how transportation will be provided, arranged, and funded for the student.

The District will document, in collaboration with MDCPS, the Transportation Plan that supports the District's obligations under state and federal law and follows all guidelines in MDE Rule 30.8, in order for the student to receive transportation services on the first day of the student's attendance. See also policy EDD.

LEAVE SCHOOL OF ORIGIN

When the District has determined it is in the best interest of the child to leave the school of origin, the enrolling district will:

1. Ensure enrollment in the new school takes place on the same day the student is enrolled, even if the child is unable to provide records normally required for enrollment.

a. A student in foster care must be enrolled by a MDCPS representative.

b. The District will confirm, in writing, the person responsible for making educational decisions. If a student is removed, from the school, by anyone other than a MDCPS

employee the district will notify MDE immediately, unless a court order states otherwise.

c. The District will contact the school last attended (school of origin), within one (1) school day of enrollment, to obtain relevant academic and other records.

2. Update the student database and contact information for the student within one (1) school day of notification of enrollment from the custodial agency (MDCPS).

3. Ensure the student is assigned to a school in the district in the same manner and according to the same process used for all other students in the district.

4. Give foster children transferring into the District credit for full and/or partial coursework completed at their school of origin, in accordance with the District's policy on transfer credits.

5. Ensure each student in foster care shall be provided services comparable to other students in the school of attendance.

6. Ensure that it is documented that a student was withdrawn prior to the best interest determination, if applicable.

STUDENT RECORDS

Upon receipt of a written request for school records from a new school, the school district of origin shall forward, in a manner consistent with state and federal law, a complete copy of the records of the student in foster care. Information needed by the receiving school district shall include, but is not limited to:

1. Proof of age;
2. Immunization records;
3. Cumulative education file, if the child is attending a public school.
4. Copy of the current IEP, if the child is eligible for special education services;
5. Copy of the current Section 504 Plan, if the child has a Section 504;
6. Copy of health records kept by the school; and,
7. Any other pertinent information needed to assist the enrolling school in providing appropriate educational services.

The inability to receive records shall not delay student enrollment. Once a foster student is disenrolled by MDCPS, no other sharing of information shall occur. The District will comply with all state and federal law in order to protect student privacy.

Section DD-2

BEST INTEREST DETERMINATION FORM

The presumption is that a student will remain in the current school; a student should only change schools if remaining in the current school is not in their best interest. The caseworker or custodial agency point of contact should complete this worksheet in collaboration with school personnel and other supportive adults in the child's life. (School Counselors may have to facilitate completion of this form). For continuity of care, this worksheet and all supporting documentation are to be maintained in the child's records.

- Report cards and progress reports
- Discipline Records
- Student Achievement
- Evaluations
- Attendance Data
- Written Input from absent participants
- IEP or 504 Plan
- Transcript with Current credits, if high school
- Other

See the BEST INTEREST DETERMINATION FOSTER CARE SCHOOL PLACEMENT FORM BELOW:

BEST INTEREST DETERMINATION
FOSTER CARE SCHOOL PLACEMENT FORM

BID Timeframe
A BID must be completed every time a youth comes into care or there is a placement change while in care. BID conferences/meetings with the school district POC must take place within five (5) business days of a child entering foster care or changing placement. The youth shall not be withdrawn/enrolled until a BID is completed.

Student Information		
Student Name: (first, middle, last)	**DOB:** **Grade:**	**Date of BID:**
Address/District of Residence:	**MSIS:**	**IEP Ruling** ☐ **Yes** ☐ **No**
School/District of Origin: (enter school name)		

Mississippi Department of Child Protection Services Information		
Case Worker: _____	**COR:**	**Phone:** (__) ___-____
ASWS: _____		**Phone:** (__) ___-____

Determination
☐ The student shall remain in the district/school in which the child was enrolled at the time of placement (**school of origin**). **Name of School District/School:** (enter school name)
☐ Based on the best interest determination, a change in school placement is recommended. In accordance with ESSA, the child will be enrolled in the district/school of current residence (**receiving school**). **Name of School District/School:** (enter school name) ***NOTE:*** *If a change in educational placement is necessary, enrollment in the new school must take place* ***immediately****. All educational records must be provided to the receiving school. * An IEP Placement meeting should be scheduled with the new school district's POC.*

BID Participants

Title	Participated	Printed Name	Signature	Agree with Determination
Student	☐ Yes ☐ No			☐ Yes ☐ No
Birth Parent(s) if applicable	☐ Yes ☐ No			☐ Yes ☐ No
MDCPS POC- Case Worker or Supervisor	☐ Yes ☐ No			☐ Yes ☐ No
Guardian Ad Litem	☐ Yes ☐ No			☐ Yes ☐ No
POC for School of Origin	☐ Yes ☐ No			☐ Yes ☐ No
POC for New School District (if applicable)	☐ Yes ☐ No			☐ Yes ☐ No
IEP Team Member (if applicable)	☐ Yes ☐ No			☐ Yes ☐ No
Foster Parent (If applicable)	☐ Yes ☐ No			☐ Yes ☐ No
Ed. Decision Maker (if applicable)	☐ Yes ☐ No			☐ Yes ☐ No

Other	☐Yes ☐No			☐Yes ☐No

Supporting Documentation

Indicate and attach any supporting documentation which was used in making this best interest determination interest. Send documentation to the receiving school district if applicable. (The following is checklist of sample documents that may be considered. The list is not intended to be exhaustive.)

- ☐Report cards
- ☐Progress reports
- ☐Achievement data (test scores)
- ☐Attendance data
- ☐E-mails or correspondence from individuals consulted
- ☐Disciplinary referrals
- ☐Health reports/records
- ☐IEP or 504 Plan**

A copy of the BID form must be sent to the receiving school district and BID@mdcps.ms.gov. When applicable, a copy of the BID form must be sent to the group home and/or treatment facility.

Special Education Decision Maker /Surrogate Parent Checklist

**Education Decision Maker/Surrogate Parent needed- The local school district must appoint one if (Check all that apply)

- ☐ *Parental rights have been terminated.*
- ☐ *Biological/adoptive parent cannot be located or not attempting to act*
- ☐ *Foster parent/relative is not willing or able to serve as the education decision maker*
- ☐ *Child/Youth placed in congregate care or residential treatment facility IF the first two boxes are checked*

The Youth Court with jurisdiction of the child's case may appoint an Education Decision Maker/Surrogate parent.

_____is authorized to make special education decisions as an Education Decision Maker/Surrogate Parent under IEAS. See 34C.F.R.300.30(a)(3) and 34 C.F. R.300.519(c).

Transportation Plan

☐A transportation plan is needed. (Only check if needed)

Any child in foster care needing transportation to their school of origin must promptly receive transportation services, regardless of whether the district provides transportation otherwise. This requirement includes students in foster care who attend public pre-schools. The LEA must collaborate with the local MDCPS to develop and implement clear written transportation procedures in accordance with 20 U.S.C. § 6312(c)(5)(B) if the child remains in their school of origin but moves outside the school's attendance zone. The two entities must establish a system that expedites transportation for children placed in foster care. (MDE ESSA Guidance, December 2016)

BID Impasse

The COR Worker must forward the BID Packet to the MDCPS Education Unit if an impasse is reached between the LEA and MDCPS. The LEA POC must forward a copy to the MDE Compulsory School Attendance Unit if an impasse is reached.

MSIS ID: _____

Current District/School: _____

Potential New District/School: _____

Schools the Student Previously Attended (if known):

Supporting Documentation Attached:

Guide to Determine Student's School Placement

1. How long has the student attended this school? How well is he or she performing academically?

2. How many schools has the student attended over the past few years? This year? How have past school transfers impacted the student?

3. How is the current school serving the student's academic needs, including gifted or special education, vocational opportunities, and other interests? How could the new school serve these needs?

4. What are the student's academic and career goals? How would changing schools affect the student's ability to earn full academic credit, proceed to the next grade, graduate on time or receive an industry credential?

5. How is the current school serving the student's social, emotional, and cultural needs? Does the student access school-based supportive services? How could the new school serve these needs?

6. Describe the nature, quality, and duration of the student's relationships in the current school. Specifically consider whether the student has a meaningful and supportive relationship with an adult at the school of origin. Consider where the student's siblings go to school, if applicable.

7. Does the current school climate support the student's needs? Does the student have peer support?Is he or she involved in extracurricular or other activities?

8. Is the student's new living arrangement expected to be short- or long-term? How is this impacted by the school selection?

9. How would the commute to the current school impact the student? Consider the child's age and developmental functioning as well as the length of the commute with various modes of transportation (e.g., car, school bus).

10. If the student must change schools, is it possible to time the transfer so that it coincides with the end of the quarter/semester/school year or following an event that is significant to the student? Consider the academic calendars of the new school and the current school.

11. What other factors did the team consider when making this decision?

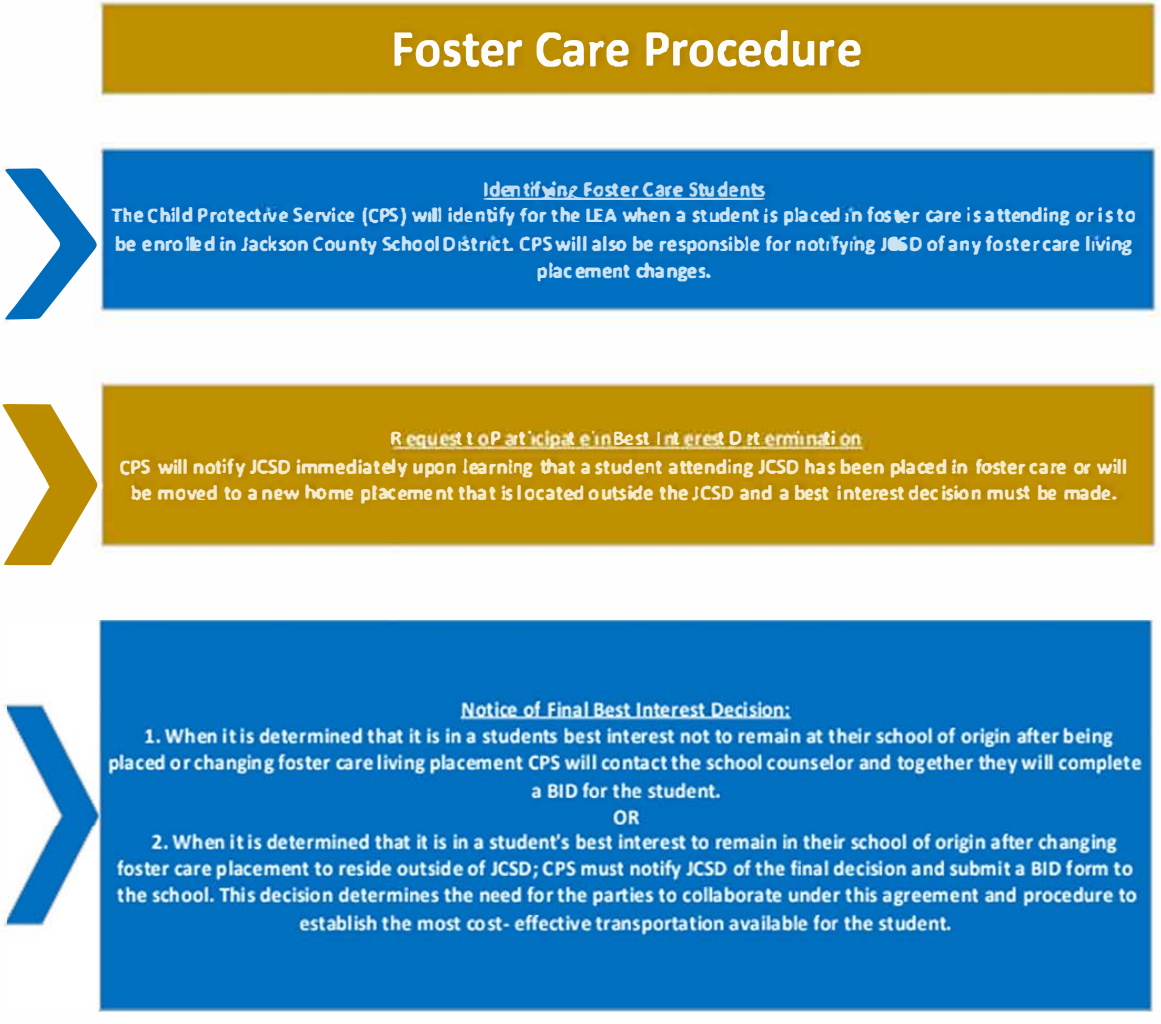
Determination at end of meeting:

Initial Placement or Change in Placement

- ❖ It is in the best interest of the student TO remain in the school of origin.
- A permanent transportation plan for the student should be in place within five school days of the best interest determination, per the agreed upon transportation procedure.
- While permanent transportation is arranged, interim transportation must be provided to ensure there is no disruption in the student's education.
- ❖ It is in the best interest of the student NOT TO remain in the school of origin.
- The student will be immediately enrolled in the new school. The new school will request the student's records the same day from the school of origin. Enrollment means attending and actively participating in class.
- The school of origin will send all of the student's records within one school day (e.g., cumulative record, grades, reading plan, IEP, etc.).
- If the student is currently receiving special education services, he/she will need to continue special education services the receiving school district.

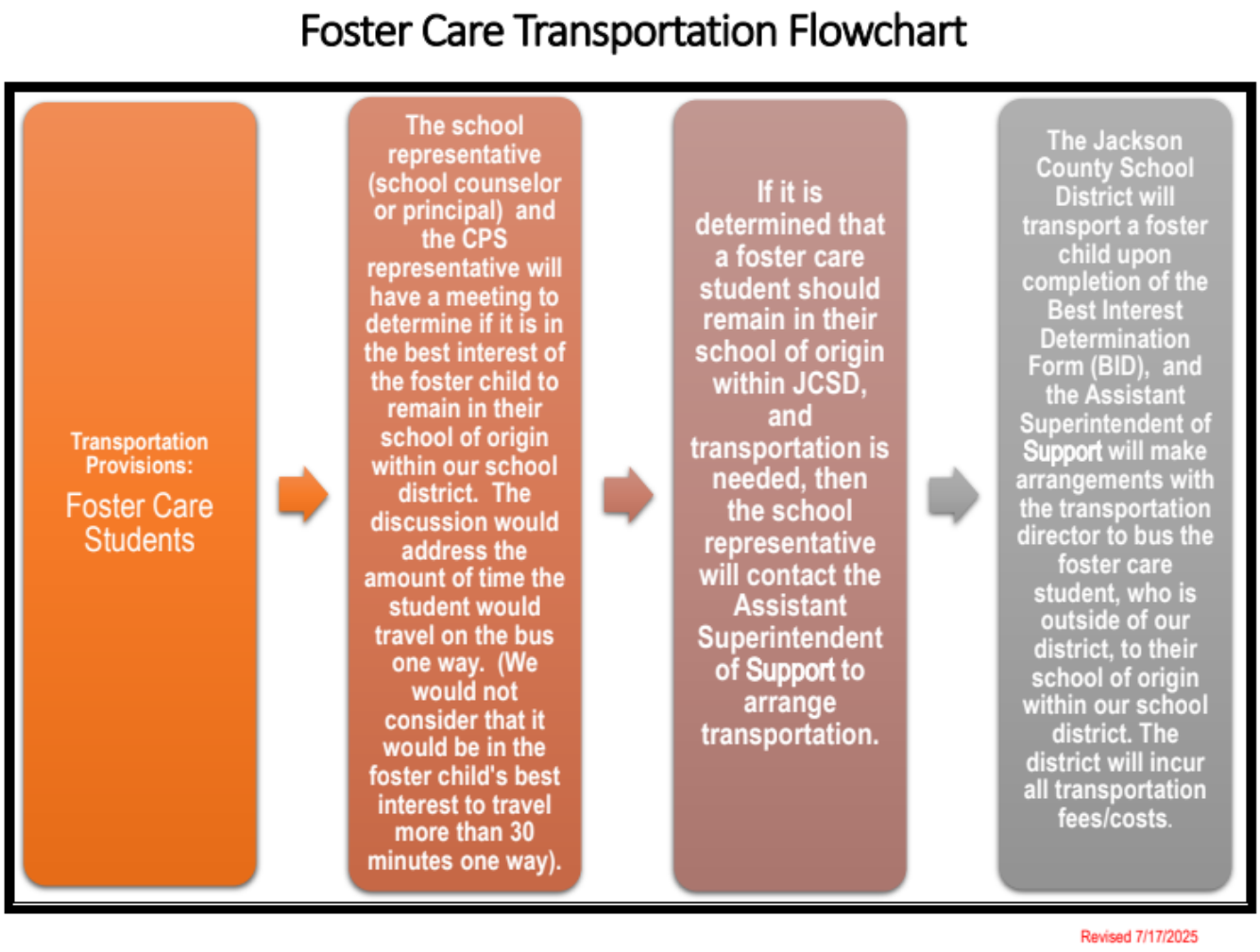
Date of Meeting: _____
Meeting Facilitator: (School Counselor)_____
Child's Name:_____
Grade:_____
Custodial agent representative and contact information:
_____
_____

See the Foster Care Procedures below:



Section DD-3

See the Foster Care Transportation Flowchart below:



TRANSPORTATION

Some children in foster care may need transportation to remain in their school of origin. Any child in foster care needing transportation to their school of origin must promptly receive transportation services. If the child remains in their school of origin and moves outside the current school's attendance zone, the LEA must collaborate with the local MDCPS to develop and implement clear written transportation procedures in accordance with 34 C.F.R. § 299.13(c)(1)(ii). The two entities must establish a system that expedites transportation for children placed in foster care. The goal is to maintain educational stability for the student. There are various modes of transportation available for students. Examples of no-cost or low-cost options for transportation that LEAs and the MDCPS could explore include whether:

- MDCPS will arrange for the child to be dropped off at a school bus stop for the school of origin;
- MDCPS will arrange for the foster parent or other designee to transport the child to school (mileage reimbursable through foster care maintenance payments);
- MDCPS and the LEA will review pre-existing bus routes or stops close to the foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act;
- MDCPS and the LEA will determine if the child is already eligible for transportation covered by other programs;
- MDCPS and LEA will address how the child welfare agency will use foster care maintenance payments and administrative funds to pay for transportation to the school;
- MDCPS and LEA will specify how "additional costs" of transportation will be calculated, to delineate clearly the LEA's responsibility to provide transportation when there are no additional costs;
- MDCPS and LEA will specifically describe how transportation to the school of origin will be provided in situations where there are no additional costs; and
- MDCPS and LEA will specify the timing and procedures for the child welfare agency to reimburse the LEA for transportation costs.

In the event of a dispute between the LEA and MDCPS concerning the cost of transportation, the two entities must consider what is in the best interest of the student. If the disagreement continues, the cost will be divided equally between the LEA and MDCPS. The dispute shall be brought before the state appointed POCs (Toni Kersh, MDE and Julie Propst, MDCPS). Current transportation expenses shall remain in effect until a decision is rendered to maintain the student's status quo.

Funding Source for Transportation: In addition to state and local funds that may be available for providing transportation, certain federal funds may be available to cover additional transportation costs to the school of origin for students in foster care. Districts may use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

Additionally, Title IV-E funds which are earmarked for the child welfare training program was created as part of the Child Welfare and Adoption Assistance Act of 1980 (P.L. 96-272) to support training in both foster care and adoption services. These funds are provided through the Mississippi Department of Child Protection Services to aid with reasonable transportation costs that will enable foster care students to attend his or her school of origin. LEAs will need to consult with MDCPS regarding individual student's eligibility of Title IV-E child welfare funds. It is important to note that if a foster care student receives Title IV-E reimbursement, it is only available for the federal portion of transportation costs, LEAs are responsible for the non-federal portion. Cost-sharing to meet the match requirements for federal reimbursement is allowable, and is one way for LEAs and MDCPS to collaboratively meet their responsibilities for providing transportation and maximize use of available federal funds. The following will aid the LEA

Multiple factors are utilized in determining reasonable transportation, including costs, distance, and duration. The MDCPS has sole authority in determining which cost to include in a child's foster care maintenance payment. These factors must be considered and part of the plan developed collaboratively between the LEA and local MDCPS.

Furthermore, the *Every Student Succeeds Act* requires that districts must ensure that transportation is provided for a child in foster care, regardless of whether the district provides transportation otherwise. This requirement includes students in foster care who attend public preschools. If an LEA offers a public preschool education, an LEA must meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child's best interest. (See *Elementary and Secondary Education Act* Section 1111(g)(1)(E)).

Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin. U.S. Departments of Education and Health and Human Services (2016), Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care-Question 27.

EE. TITLE I, PART A: EARLY CHILDHOOD

Section EE-1 thru EE-3

The JCSD LEA does not reserve funds for Early Childhood education.

FF. TITLE I, PART A: PARENT AND FAMILY ENGAGEMENT/PARENTAL NOTIFICATIONS

Section FF-1

Each Title I school, along with the district office, will receive no less than 1% of the total Title I allocation awarded to the district. This funds are equally distributed among the schools, and the district will receive the remaining portion.

During our bi-annual Vision Team meeting, parents and other stakeholders from the school district are given an opportunity to express their thoughts about expending the Title I parent and family engagement funds.

The JCSD LEA will use district parent and family engagement funds to disseminate information, supporting programs that reach parents, supporting schools and nonprofit organizations in providing PD for the LEA and school personnel regarding parent and family engagement strategies, or engaging in other activities that are consistent with activities outlined in the JCSD LEA parent and family engagement policy.

Section FF-2

Jackson County School District Policy LAA

TITLE I PARENTAL ENGAGEMENT

ISSUE DATE: 7-19-2004 REVISED DATE: 1-11-2024

The Jackson County School District acknowledges the importance of Parent Family Member Input and Involvement as a vital, integral part of the implementation of its Title I program. It is the District's goal to increase parental and family member input and meaningful involvement at the District and School level. To accomplish this goal, the District shall:

1. Convene a district wide and building level annual meeting of the parents of Title I schools to:

   a. The annual district meeting will include the Superintendent or their designee, the Business Manager or their designee and District Title I personnel.

   b. Discuss the development of the District's and school's Title I plan.

   c. Discuss the process of reviewing and providing input into the improvement of the district and school plan.

   d. Discuss with parents the activities and programs available through Title I funding.

   e. Inform parents of their right to provide input in the design and implementation of the Title I program.

   f. Provide parents an opportunity to establish mechanisms for maintaining a continuous

communication among parents, teachers, administrators, and Title I personnel through the website, meetings, on-line communication tools, surveys, and newsletters. This information will be given to parents in a language or manner that is understandable to parents.

2. Maintain a copy of this policy on the District's website and to make copies of the policy available to Title I parents without access to internet.

3. The District will provide coordination and technical assistance and other necessary supports to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance through meetings at the district and school level, professional development activities and the District's Vision Team.

4. District Title I personnel will be available to assist schools and parents in building capacity for strong parental involvement by the following:

a. Disseminating information from the State Department regarding the assessment model and mandated academic standards.

b. Providing materials and trainings in the area of parent involvement.

c. Provide training to a l Title I staff in appropriate means of communicating to parents, especially parents of English Language Learners.

5. Coordinate, the extent possible, Title I parental involvement with programs such as Head Start, State-run preschool programs and other programs for early intervention.

6. Assess annually the effectiveness of parental involvement policy in improving academic quality of schools served and to determine if modifications are needed to increase parental participation through needs assessments, surveys, and the Vision Team.

7. Support the training of parents to work with their children in the home and to participate in activities which build good home and school partnerships.

8. Provide parents of Title I schools with reports on the children's progress.

9. Adopt parental compacts annually with parent input.

10. Schools will discuss with parents how the compact relates to the child's individual achievement.

11. Provide activities, meetings, etc. at various times of the day to meet the needs of the parents.

Section FF-3

Each school will maintain its own written school-level parent and family engagement plan on site, which will describe how the school will carry out required parental engagement.

Section FF-4

Each Title I school will maintain its documentation of Annual Title I meetings and evidence of parent involvement in the planning, review, and improvement of Title I programs. Parents will have an opportunity to comment on Title I schoolwide plans during Title I meetings and on the annual Comprehensive Needs Assessment survey.

Section FF-5

Each Title I school will disseminate school-parent compacts that will address all required components.

Section FF-6

The JCSD LEA and each Title I school will carry out required activities to build capacity. Information and/or materials to assist parents in understanding state academic assessments, Title I requirements, and how to monitor their student's academic progress.

Section FF-7

Each Title I school in the JCSD LEA will notify parents that they may request information from the Title I school about the professional qualifications of the student's classroom teachers.

Section FF-8

Each Title I school in the JCSD LEA will provide information to each parent on the level of achievement and academic growth of the student on each of the Title I required state assessments during parent conferences and/or Title I meetings.

Section FF-9

If any course is taught by a teacher, who does not not meet relevant state certification or licensure requirements for 4 or more consecutive weeks, the Title I school will notify parents of each child assigned to the course in a written notice in a timely manner. All JCSD LEA teachers are certified and have maintained current state certification.

Section FF-10

Each Title I school will provide notifications to parents on assessment participation requirements. If an assessment provides parents with the option to opt-out, parents will be notified of their rights by the Title I school.

Section FF-11

The Title I school will provide parents of EL students with a letter to notification for students who have been identified as eligible for the LIEP. The letter will include the reasons for their child's identification, the child's current level of English proficiency, and the method of instruction used in the LIEP program in the JCSD LEA.Parents will also be asked to participate in a meeting to develop a LSP and a discussion about their student's academic achievement, which will include requirements for grade promotion and graduation.

The specific exit requirement from the LIEP program will be explained to parents of ELs during LSP meetings.

All EL documentation will be housed in the cumulative folder at all schools in the JCSD LEA.

Section FF-12

All local Title I schools will maintain documentation of outreach to parents of EL students. Parents are invited to all Title I meetings.

Section FF-13

Each Title I school will maintain documentation of letters or notices sent to parents in a language the parents can understand.

Each Title I school will maintain documentation of meetings in a language the parents can understand.

GG. TITLE I, PART A: SCHOOLWIDE PROGRAMS

Section GG-1

The JCSD LEA will use the March free/reduced lunch counts provided by the Director of School Food Service. These counts will be used to ensure that only elementary schools with 40% poverty operate a school-wide program. This will be reflected in the JCSD LEA consolidated funding application annually. All documentation will be maintained at the district-level.

Section GG-2

The JCSD LEA will conduct an annual Comprehensive Needs Assessment survey. This survey will provide insight into the needs of the district and school Title I programs. All Title I schools will document their school-wide plans in MCAPs, and maintain documentation of this plan in Title1Crate. These plans will describe the strategies the school will implement to address the school's needs that were indicated in the survey by teachers, students, parents and other community members.

All purchases are approved in Marathon after reviewing school-wide plans to ensure that the expenditure was detailed in the School LEA plan.

Section GG-3

The JCSD LEA will conduct meetings to discuss revisions of school-wide plans at least once per year. Each Title I school will monitor student progress and determine if the results indicate a need for revision of the school-wide program.

Monthly fiscal snapshots are provided to each Title I school by the Federal Programs Department, and will be uploaded into Title1Crate.

HH. TITLE I, PART A: TARGETED ASSISTANCE PROGRAMS

Section HH-1 & HH-2

The JCSD LEA does not operate targeted assistance programs. However, all students in the JCSD LEA will be provided with the opportunity to meet the challenging State academic standards.

JJ. EQUITABLE SERVICES

Section JJ-1

The JCSD LEA does not have any Private Schools within its jurisdiction with an intent to participate in Title programs.

Section JJ-2

The JCSD LEA will maintain documentation to show evidence of a communication and/or consultation with the private school within the district.

Section JJ-3-JJ-6

The JCSD LEA does not have any Private schools within its jurisdiction with an intent to participate in Title programs.

Section JJ-7

The JCSD LEA Federal Programs Department will reach out to the surrounding school district with JCSD students in attendance to obtain an invoice for equitable services.

KK. TITLE I, PART A: SERVICES FOR NEGLECTED CHILDREN (MANDATORY NEGLECTED SET-ASIDE)

Section KK-1 thru KK-3

The JCSD LEA does not house any local institutions for neglected children or community day programs for neglected children in the LEA; therefore, the JCSD LEA does not reserve and funds for this set-aside.

LL. TITLE I, PART D, SUBPART 2: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

Section LL-1 thru LL-9

The JCSD LEA does not house any local institutions for neglected, delinquent or at-risk children or community day programs for neglected children in the LEA; therefore, the JCSD LEA does not reserve and funds for this set-aside.

MM.TITLE II PART A: SUPPORTING EFFECTIVE INSTRUCTION

Section MM-1

The JCSD LEA will prioritize Title II funds for schools identified for school improvement,(CSI, TSI, or ATSI). Working with the Director of Curriculum and Instruction, Director of Information Technology, and administrative staff, the Title II spending plan will be developed to address the needs of all schools in the JCSD. The Federal Programs Department will develop a spending plan that will address the needs of these schools.

Additionally, the Title-II funded Curriculum Specialists and Educational Technology Specialist will support these schools.

Section MM-2

The JCSD LEA will use data from state assessments when planning Title II Part A activities. The Comprehensive Needs Assessment and the School Improvement Needs Assessment surveys will be utilized to all stakeholders to aid in the decision-making

Section MM-3

The JCSD LEA will meet with the Director of Curriculum and Instruction to ensure that the JCSD district Professional Development plan is only supplemented with Title II funds. The Director of Curriculum and Instruction will develop the district's PD budget and solicit additional funds when needed. The school administrative team may also express their PD needs via email, principal/ face-to-face meetings, or in surveys.

Section MM-4

The JCSD Director of Curriculum and Instruction will develop a strategic plan, instructional plan and/or a professional development plan to meet Mississippi's challenging academic standards.

Section MM-5

The JCSD Director of Curriculum and Instruction will maintain documentation of the evidence-based requirements that supports the professional development activities implemented within the district. Each school utilizing Title II funds to participate in on/off-campus professional development activities will maintain documentation of the evidence-based requirements that supports the high quality professional development engage in.

Section MM-6

The JCSD LEA will not utilize funds for class size reduction in schools across the entire grade span to a level that is evidence-based.

NN. ENGLISH LEARNER (EL) PROGRAM AND TITLE III (LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS & IMMIGRANT STUDENTS)

Section NN-1

Jackson County School District Policy IK

LIMITED ENGLISH PROFICIENCY INSTRUCTION

ISSUE DATE: 5-22-2000 REVISED DATE: 8-11-2025

English Learner Policy

The Jackson County School District assures that it will comply with the following for English Learners (EL):

1. The district will identify ELs through a home language survey, which will be completed by all students during registration.
2. The district will provide equal access to all district programs and services for all ELs.
3. The district will provide appropriate and comparable staff training, professional development opportunities, and instructional materials for serving ELs.
4. The district will monitor and maintain student records and provide support services as indicated.
5. The district will invite parental involvement and maximize attempts to communicate with parents in their native language.
6. The district EL program will be administered under the direction of the Director of Federal Programs and EL Coordinator.

Purpose:

The purpose of the English Learner Policy is to outline the procedures the Jackson County School District (JCSD) will follow to ensure that all non-English speaking students are provided a free appropriate public education, and any additional services required to attain proficiency in the English language.

Enrollment:

The JCSD will provide a free and equitable education to all school age children who live within the boundaries of JCSD, regardless of immigration status. Several laws protect the rights of ELs and their families, particularly during the enrollment process. These protections are provided because many EL students' levels of transiency and lack of English proficiency make them a particularly vulnerable population.

When enrolling EL students, JCSD will not request any information from students or their parent(s)/guardian(s) in order to deny access to public schools on the basis of race, color, or national origin.

JCSD requires the following documents when enrolling a student unless otherwise indicated as optional:

1. Birth Certificate
2. Proof of Immunization
3. Proofs of Residency

Parent(s) or Legal Guardian(s) must be present when enrolling their child. A child will not be enrolled if a parent or a legal guardian is not present at the time of enrollment.

Identification of English Learner:

The Home Language Survey (HLS) must be completed for each new student registering with the JCSD. The HLS is used to identify students whose first language is not English. The HLS should remain in the student's cumulative folder until graduation. If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student's English language proficiency.

The ELPA21 Screener will be used to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Students identified by the HLS during registration whose first language is a language other than English at the beginning of the school year must be assessed for English-language proficiency within 30 calendar days of initial day of enrollment. Students who register after the beginning of the school year and indicate on the HLS that their first language is a language other than English must be assessed within 10 school days of enrollment. The assessment will be administered by a designated personnel member.

The student's placement test report must be placed in their cumulative record along with the original copy of the HLS.

EL students who have already been identified in JCSD will remain in the EL program if they leave the district for a district in another state or country and return to the JCSD. The EL student will only be removed if he or she has met the criteria to exit the EL program set forth by MDE.

Elementary ELs should not be placed more than one grade level behind their peers. Retention is strongly discouraged, except in rare cases where it can be documented that language proficiency is not the likely cause for academic difficulties.

At the high school level, credits must be awarded based on transcripts provided by the students/parents/guardians, even if the course work was taken in another country. If transcripts are in a language other than English, translations will be sought so credits can be

awarded appropriately. ELs must be provided with access to Advanced Placement, dual credit, and other advanced courses. ELs must receive language support to assist them in accessing academic content, just as they would if they were in other less accelerated academic courses.

When EL students enroll in U.S. schools for the first time at the secondary level, steps will be taken to ensure they have access to a high school diploma. To ensure ELs have access to the foundational skills needed to be successful in high school and ensure access to graduation, JCSD will place students in academic courses sequentially. English I, II, III, and IV will be offered, scheduled, and taught in sequential order. Simultaneous enrollment is acceptable in situations where a student fails a course and needs to simultaneously enroll. EL students will not be placed out of sequence to prevent them from taking required assessments.

Parent Notification:

Parent(s)/guardian(s) of a student who qualifies for English language services shall be sent a notice of placement and services within thirty days of the start of the school year or within ten days for students ruled eligible enrolling after the initial day of school. The notice may either be mailed to the parent(s)/guardian(s) or sent home with the student. The Student Evaluation Team (SET) will invite the parent(s)/guardian(s) to a conference further explaining the ruling or the services that will be provided. The notification must include all the required elements, including the right to opt out.

Parents may decline EL services at any time by written request.

Any parent(s)/guardian(s) whose child is receiving or is eligible to receive EL services has the right to decline or opt his or her child out of any or all EL services. The district will provide guidance in a language parent(s)/guardian(s) can understand to ensure that they understand their child's rights, the range of EL services that their child could receive, and the benefits of such services to ensure that the parent(s)/guardian(s) decision to opt out is informed and voluntary.

After ELs have been identified using the ELPA21 Screener, the district must provide ELs with appropriate language assistance services and programs, commonly known as "EL Services and Programs." The district has the flexibility to choose the EL services and programs that meet civil rights requirements and best meet the needs of their EL population.

Language Service Plans:

Each student identified as an EL must have a Language Service Plan (LSP) per Mississippi Department of Education guidelines. Language Service Plans are updated annually until the student exits the EL program. The LSP must contain the student's demographic information, date of first enrollment in a US school, yearly English Proficiency Assessment (Cambium Assessment, Inc. (CAI)) scores, and state/classroom accommodations. The SET must meet to develop the LSP at the beginning of each academic school year. The SET is composed of the student's teachers, EL teacher, administrators, counselor, and

parent(s)/guardian(s). The team will meet quarterly to evaluate the student's progress and make necessary adjustments. A copy of the LSP must be provided to all teachers who work with the EL student.

EL Data:

Once a student has been identified as an EL, the district must ensure the student is correctly marked in their student data package. This information will be transferred over to MSIS once the district has submitted their data to MDE. Districts should ensure each column on the EL roster screen of MSIS is completed. This information should be updated monthly.

English Learner English Language Proficiency Assessment:

The Elementary and Secondary Act (ESEA) and Every Student Succeeds Act (ESSA) requires that all students identified as ELs be assessed for English language proficiency on an annual basis. The approved English language assessment is the English Proficiency Assessment (Cambium Assessment, Inc. (CAI)). The assessment is currently administered in the Spring.

The English Proficiency Assessment (Cambium Assessment, Inc. (CAI)) measures four domains:

1. Speaking
2. Listening
3. Reading
4. Writing

Students taking this assessment may or may not have reasonable accommodations when taking this assessment. The Mississippi Testing Accommodations Manual outlines the accommodations available for students who have been identified as ELs.

Scores from the English Proficiency Assessment (Cambium Assessment, Inc. (CAI)) are usually received during the summer following the assessment. Score reports will be sent to parent(s)/ guardian(s) at the beginning of the next school year. Copies of the score reports are placed in the student's cumulative folder. Reports for students who transfer to another school during the summer months are included with the record sent to the new school.

Grading and Retention:

As students are working to learn English during the initial stages of language acquisition, it is a violation of their Civil Rights to retain them due to limited language proficiency. Schools must ensure that EL students are placed appropriately and can participate meaningfully and equally in educational programs as noted in Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Opportunities Act of 1974.

Retention is not generally recommended for ELs. Though the decision to promote or retain will be made on a case-by-case basis, and the decision to retain an EL must be accompanied by documentation demonstrating that appropriate accommodations and

modifications were employed throughout the school year to ensure compliance with federal requirements. ELs should be carefully evaluated before retention is recommended to ensure that the lack of English skills is not being mistaken for poor achievement.

Students Exiting the Program and Monitoring Exited Students:

Students may exit the EL program by achieving the following scores on the English Proficiency Assessment (Cambium Assessment, Inc. (CAI)). (These are the only criteria allowed for a student to exit the program.)

- For an English learner to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **ELPA21 Summative Assessment**. A score of "Proficient" means that the student has scored a proficiency level 4 or higher in all language domains (Listening, Speaking, Reading, and Writing).
- For an **English learner with significant cognitive disabilities (ELSCD)** to officially exit EL status, the student is required to obtain a Proficiency Determination of "Proficient" on the **Alt ELPA21 Summative Assessment**. A score of "Proficient" means that the student has scored a proficiency level 3 or higher in each domain in both language modalities (Receptive and Expressive).

An EL student with a disability can be "exited" from EL status when he or she no longer meets the definition of an EL. This occurs when the student meets the State's definition of "proficient" in English. The student's EL status cannot be removed based solely on the fact the student has an IEP.

Students who have achieved the proficiency levels above and exited the program must be monitored for a period of four academic years. Monitoring must be conducted and documented quarterly by the SET. Monitored students who are not achieving at a satisfactory level may be considered for placement in the EL program. The district will retest using the ELPA21 Screener to see if the student needs to be offered additional language assistance.

English Learner Services and Instructional Support:

Students identified as ELs must be provided with appropriate EL language assistance services. The district will provide ELs with access to the content of the Mississippi College and Career Readiness Standards and other services, including special education, gifted education, and extracurricular programs, as needed.

ELs will have meaningful access to the core curriculum, such as math, science, social studies and language arts, while learning English. While the district's EL program focuses in part on language acquisition, both the EL teacher and academic teachers should work together to ensure that students are mastering the academic language needed to be successful.

The goal for students who are ELs is that they attain fluency in English, master the state's academic content standards, and pass any other state required tests.

JCSD will provide ELs with a language assistance program that is educationally sound and proven successful. Federal law does not require any particular program or method of instruction. An EL should be given at least 30 minutes of direct language instruction in a day in the English language. This instruction can occur within the regular classroom setting.

The Multi-Tiered System of Supports (MTSS) is a framework for effective team-based problem solving that is data informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students. With MTSS, schools identify struggling students, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. Schools also identify students with learning disabilities, language barriers, and/or other disabilities. EL students with learning disabilities can also be identified using this methodology.

English Learner Programs, Staffing and Resources:

JCSD currently provides individualized or small group services to the students identified as ELs. Students work with an EL teacher during a time that does not interfere with regular classroom instruction. Necessary resources are provided by the district to conduct the program.

Parent and Family Engagement:

JCSD has a legal obligation to communicate meaningfully with Limited English Proficient (LEP) parents and families and to adequately notify them of information about any program, service or activity called to the attention of non-LEP parents. Successful communication provides LEP parents, guardians, and families with the school-related information they need to make informed decisions about, and be helpful participants in, their children's education. This may include but not be limited to information about language assistance programs, special education and related services, Individualized Education Program (IEP) meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent(s)/guardian(s) permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, and gifted programs.

JCSD will provide information to LEP parents and guardians with documents in a language they can understand when necessary.

Section NN-2

MISSISSIPPI DEPARTMENT OF EDUCATION
Investing a bright future for every child

HOME LANGUAGE SURVEY

FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Student Name: _____ **Grade:** _____
First *Middle* *Last*

Date of Birth: _____ **Gender:** _____ **School:** _____

1. What is the dominant language **most often** spoken by the student?

2. What is the language **routinely** spoken in the home, regardless of the language spoken by the student?

3. What language was **first** learned by the student?

4. Does the parent/guardian need **interpretation** services? ____Yes ____ No

If so, what language?

5. Does the parent/guardian need **translated** materials? ____Yes ____No

If so, what language?

6. What was the date the student first enrolled in a school in the United States? _____
MM/YYYY

7. In what country was the student born? _____

_____
Parent / Guardian Signature Date (MM/DD/YYYY)

District Use Only

☐ Designated English Learner on the ELPA 21 Screener

DOCUMENTATION OF ELPA 21 SCREENER FOR STUDENT

Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

HOME LANGUAGE SURVEY

FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Tên học sin. _____ Lớ
Qua trung đầu tiên

Ngày sinh _____ Giới tín : _____ Trườ g học:_____

1. Ngôn ngữ chủ yếu mà học sinh thường nói nhất là gì?

2. Ngôn ngữ được sử dụng thường xuyên tr ng nhà là gì, bất kể ngôn ngữ của học sinh là gì.

3. Học sinh học ngôn ngữ nào đầu tiên?

. Phụ huynh / người giám hộ ́ cần dịch thông dịch .hông.

Nếu ậy, ngôn ngữ gì?

5. Phụ huynh / người giám hộ ć cần tài liệu dị h .hông. ____ ́ ____.h ng

Nếu vậy, ngôn ngữ gì?

6. Ngày sinh viên đầu tiên đăng ký và ọ t trư ng ở c ở Hoa Kỳ là ngày nà . Nga
MM / YYYY

. Học sinh được sin ra ở nước nào.

_____
Ngày Chữ ký của Phụ huynh / Người giám hộ (MM / DD / YYYY)

District Use Only

☐ Designated English Learner on the ELPA 21 Screener

DOCUMENTATION OF ELPA 21 SCREENER FOR STUDENT

Date	Speaking Score	Listenin Score	Readin Score	Writin Score	Composite Score

HOME LANGUAGE SURVEY

FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Nome do aluno:
Primeiro meio último

Data de Nascimento:_____ Gênero:_____ Escola:_____

al é a língua dominante mais falada pelo aluno?

2. Qual é a língua rotineiramente falada em casa, indepen dentemente do idioma falado pelo aluno?

3. e inguagem foi primeiramente aprendida pe_o a_uno?

4. s pais / responsáveis precisam de serviços de interpretaçã ? _____Sim não
Se sim, qua_ idioma?

5. s pais / responsáveis precisam de materiais tra uzi os? _____Sim não
Se sim, qua_ idioma?

6. Qual foi a data em que o aluno se inscreveu em uma escola nos Estados Unidos?
MM / AAAA

Em que país nasceu o alun ?

_____
Data de Assinatura dos Pais / Responsável (MM / DD / AAAA)

District Use Only

☐ Designated English Learner on the ELPA 21 Screener

DOCUMENTATION OF ELPA 21 SCREENER FOR STUDENT

Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

HOME LANGUAGE SURVEY

FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Имя учащегося: _____ Оценка _____
Первый Средний Последний

Дата рождения: _____ Пол: _____ Школа: _____

1. На каком понимающем языке чаще всего разговаривает студент?

2. На каком языке обычно говорит дома, независимо от языка, на котором говорит студент?

3. Какой язык впервые выучил студент?

4. Нужны ли родителю / опекуну услуги переводчика? Да нет

Если да, то на каком языке?

5. Нужны ли родителю / опекуну переведенные материалы? ____Да нет
Если да, то на каком языке?

6. Какова была дата, когда ученик впервые поступил в школу в Соединенных Штатах? _____
ММ / ГГГГ

7. В какой стране родился студент?

_____ (ММ / ДД / ГГГГ)
Дата подписи родителя / опекуна

District Use Only

☐ Designated English Learner on the ELPA 21 Screener

DOCUMENTATION OF ELPA 21 SCREENER FOR STUDENT

Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

HOME LANGUAGE SURVEY

FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Imya uchashcheg sya: tsenka:

Pervyy Sredniy Pos_edniy

ata rozhdeniya:_____ Po_:_____ Shkola:_____

. Na kakom dominiruyushchem yazyke chashche vsego razgovarivaye s udent?

2. Na kakom yazyke obychno govoryat doma, nezavisimo ot yazyka, na kotorom govorit student?

3. Kakoy yazyk upervyye vyuchil student?

4. Nuzhny _i rodite_yu / opekunu us_ugi perevodchika?

Yesli da, to na kakom yazyke?

5. Nuzhny _i roditelyu / opekunu perevedennyye materia_y? Da net
Yes_i da, t na kakom yazyke?

6. Kakova byla data, kogda uchenik upervyye postupil v shkolu v Soyedinennykh Shtatakh? _____
MM / YYYY

. V kakoy strane rodilsya student?

_____
Data podpisi roditelya / opekuna (MM / DD / GGGG)

District Use Only

☐ Designated English Learner on the ELPA 21 Screener

DOCUMENTATION OF ELPA 21 SCREENER FOR STUDENT

Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

HOME LANGUAGE SURVEY

FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Nombre e_ estudiante: Grad

Primer medio ú_timo

Fecha de nacimiento: Escuela:

1. ¿Cuál es el idioma dominante más hablado por el estudiante?

2. ¿Cuál es e_ idioma que se habla habitua_mente en el hogar, independientemente del i ioma que hab_e e_ estudiante?

3. ¿Qué idioma aprendió el estudiante por primera vez?

4. ¿El padre / tutor necesita servicios de interpretación? ____Si no

Si es así, ¿en qué idioma?

5. ¿El padre / tutor necesita materiales traducidos? ____Si n

Si es así, ¿en qué idioma?

6. ¿Cuál fue la fecha en que el estudiante se matricu por primera vez en una escuela en los Estados Unidos?

__/ / YYYY

. ¿En qué país nació el estudiante?

Firma del padre / tutor Fecha (MM / DD / YYYY)

District Use Only

☐ Designated English Learner on the ELPA 21 Screener

DOCUMENTATIO OF ELPA 21 SCREENER FOR STUDENT

Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

HOME LANGUAGE SURVEY

FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Isoning shog'rdi nomi:_____ **Baholash:**_____
Birinchi O'rta Oxirgi

Tug'ilgan sana: _____ **Jins:** _____ **Maktab:**_____

1. Talabalarning eng ko'p gapiradigan lili nima?

2. Talaba tilidan qat'i nazar, uyda muntazam ravishda gapirish nimani anglatadi?

3. a ba qaysi til i 'nch' o'rgand .

4. Ota- aning / tarjimonning talqin qilish rma: ri erakm'. ____Ha ____Yo'q

Agar shunday bo'lsa, qanday til?

5. Ota / vasiyn' g ta 'ma materiallariga bormi? a ____Yo'q

Agar shunday bo a, qanday til?

6. Shogird Amerika Qo'shma Shtatlaridagi makta ga il bor ga n' qanday bo'ldi? _____
MM/YYYY

. S ogird qaysi mam katda tug'i an? _____

_____
Ota / Guardian imzosi Sana (MM/DD/YYYY)

District Use Only

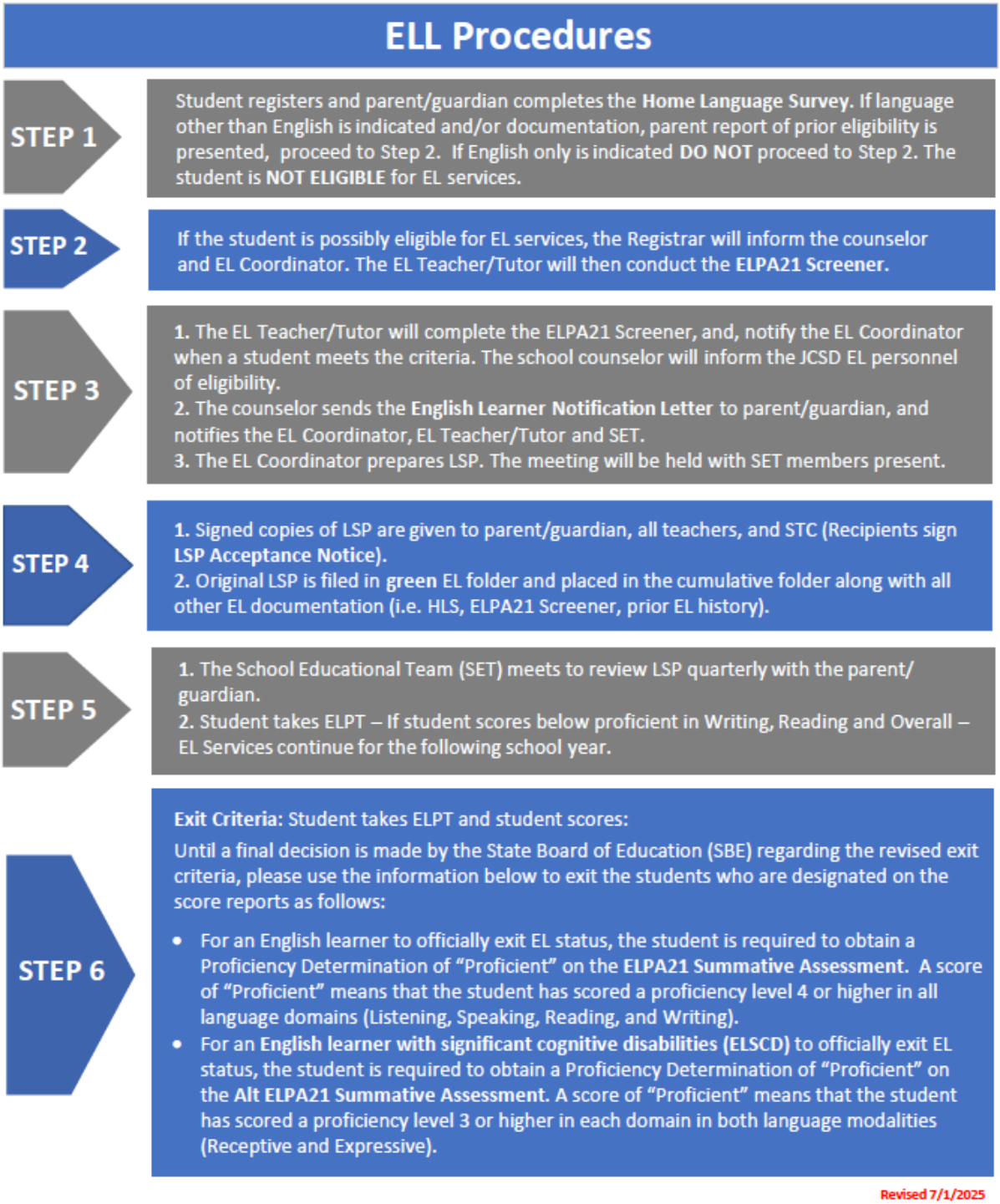
☐ Designated English Learner on the ELPA 21 Screener

DOCUMENTATION OF ELPA 21 SCREENER FOR STUDENT

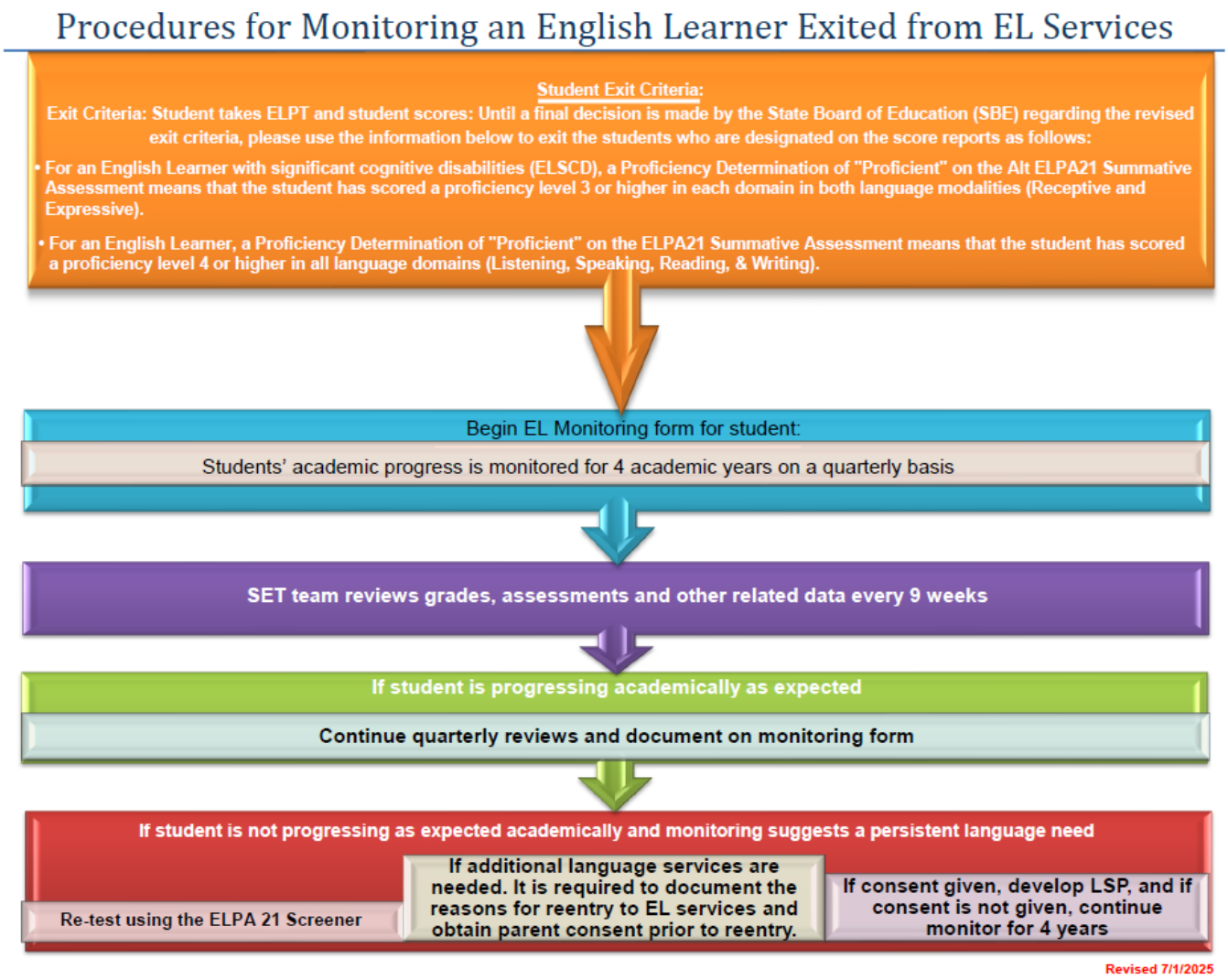
Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

Section NN-3

See the ELL Procedures below:



See the EL Monitoring Procedures below:



JCSD EL Parent Notification (7) languages

Jackson County School District

Newcomer English Learner (EL) Parent Notification for ELL Services

Date:_____

To the Parent/Legal Guardian of _____

Dear Parent/Legal Guardian:

Your student participated in the ELPA 21 Placement screener for English Language Proficiency. Based on the ELPA 21 Placement screen, the Jackson County School District has determined your child should receive English Language Learner services as a part of his / her educational program.

In addition to receiving general education services, services from an English Language Teacher will enhance the academic environment for your child and help provide the best accommodations for his/her language needs.

We believe that the ELL services we offer will be helpful to your child, and have seen many students benefit from this additional service. However, if you do not want him/her to receive these services, please notify your child's school counselor, _____ at (228) _____.

****

(Return this letter to the school counselor at your earliest convenience)

A meeting has been scheduled for *(Date)*_____*(Time)*_____ to create your child's **Language Service Plan**, which is an individualized plan for each English Learner. Your child's language development and academic progress is important to our school district, and we want you to be a part of this meeting to plan and develop how we can best serve your student for English language acquisition.

Choose one option below.

_____Yes, I will attend the meeting in person.

_____ Yes, I will attend the meeting **by phone**. Please call me at this telephone number _____.

_____ I am unable to attend at the scheduled time please call me at _____to reschedule.

_____No, I will not be able to attend the meeting. However, I want my student to receive English Language Services. Please hold the meeting without me.

_____ I am aware that my child is eligible for ELL services. However, I wish to opt out of these services. I understand that my student will continue to participate in the annual English Language Proficiency exam every year until he / she obtains a passing score. I have attached a handwritten letter with my signature to request he / she NOT be served by an English Language Teacher in the EL program.

_____

(Parent signature) ***(Phone)*** ***(Date)***

"We are Raising the Standard"

Jackson County School District

Уведомление родителям вновь прибывших учащихся с ограниченным знанием английского языка (ELL) о предоставлении услуг

Дата: _____

Уважаемые родители/законные о куны _____.

Ваш ребенок рошел всту ительн й тест ELPA 21 я оценки уровня владения английским языком. По результа ам этого теста Школьный округ Джексон-Кау и определил что вашему ребенку необходимо олучать услуги дл учащихся, изу аю их английский язы к (ELL), как часть его/ее образовательной рограммы.

Помимо общеобразовательных услуг, ваш ребенок будет получать поддержку от уч теля английского языка, о улу шит его/ее академическую среду и помо же лу ше адаптироваться к языковым отребностям.

Мы уверены, что услуги ELL будут полезны вашему ребенку, и многие у ащиеся уже полу или значительную помощь б аго аря э ой программе. Од ако, если вы не хотите, чтобы ваш ребенок получал эти усл уги, пожалуйста, свяжитесь со школьны консуль ан ом _____ по телефону (228) _____

(Пожалуйста, верните это письмо школьному консультанту как можно скорее.)

Встреча назначена на ата) _____ (Время) _____, чтобы составить План языкового обслуживания вашего ребенка. ы считаем важным развитие яз ковых навыков и академических достижений вашего ребенка и приглашаем вас принять у астие в этой встрече.

Выберите один из вариантов:

☐ а, я лично приду на встречу.
☐ Да, я при у у астие в тел фонном фор ате. Позвон е мне по номеру _____
☐ Я не могу рисутствовать в назначенное время, ожалуйста, озвоните мне о номеру _____, чтобы назначить другое время.
☐ Не , я не смогу присутствовать, но хочу, чтобы мо´ ребенок получал услуги ELL. Пожалуйста, роведите встречу без меня.
☐ Я осведомлен(а), что мо´ ребенок имеет право на услуги ELL, но я отказываюсь о них. Я гони ·аю, ч о мой ребено будет проходить ежегодный экзамен на знание английского языка до тех пор, пока не наберет проходной балл. Я приложил(а) рукописное письмо с одписью, чтобы официально о казаться о услуг учи еля английского языка в програм ·е ELL.

(Подпись родителя) _____ **(Телефон)** _____ **(Дата)**

Russian (Русский)

Jackson County School District

Notificación a los Padres de Estudiantes Recién Llegados sobre los Servicios de Aprendizaje del Inglés (ELL)

Fecha: _____

Estimado/a padre/madre/tutor legal de _____

Su hijo/a ha realizado la prueba de nivel ELPA 21 para evaluar su dominio del idioma inglés. Basado en los resultados, el Distrito Escolar del Condado de Jackson ha determinado que su hijo/a debe recibir servicios de Aprendizaje del Inglés (ELL) como parte de su programa educativo.

Además de los servicios de educación general, su hijo/a recibirá apoyo de un maestro de inglés, lo que mejorará su entorno académico y garantizará las mejores adaptaciones para sus necesidades lingüísticas.

Creemos que los servicios de ELL serán beneficiosos para su hijo/a y hemos visto a muchos estudiantes mejorar gracias a este programa. Sin embargo, si no desea que su hijo/a reciba estos servicios, por favor, comuníquese con el consejero/a escolar _____ al **(228)** _____

(Por favor, devuelva esta carta al consejero/a escolar lo antes posible.)

Se ha programado una reunión para (Fecha) _____ (Hora) _____ para desarrollar el **Plan de Servicios Lingüísticos** de su hijo/a. Su progreso lingüístico y académico es importante para nuestro distrito escolar, y queremos que participe en esta reunión.

Seleccione una opción:

☐ Sí, asistiré a la reunión en persona.
☐ Sí, asistiré a la reunión por teléfono. Por favor, ´ e e al número _____
☐ No puedo asistir en el horario programado. Por favor, llámeme al número _____ para reprogramar.
☐ No podré asis´r a la reunión, pero quiero que mi hijo/a reciba los servicios de ELL. Por favor, realicen la reunión sin mí.
☐ Sé que mi hijo/a es elegible para los servicios de ELL pero deseo rechazar estos servicios. Entiendo que mi hijo/a seguirá participando en el examen anual de dominio del inglés hasta que obtenga una puntuación aprobatoria. Adjunto una carta escrita a mano con mi firma para solicitar que no reciba los servicios del maestro/a de inglés del programa ELL.

(Firma del padre/madre/tutor) _____ **(Teléfono)** _____ (Fecha)

Spanish (Español)

Jackson County School District

Thông Báo Dịch Vụ Học Tiếng Anh (ELL) cho Phụ Huynh của Học Sinh Mới Nhập Học

Ngày: _____

Kính gửi phụ huynh/người giám hộ của _____.

Con của quý vị đã tham gia bài kiểm tra đánh giá trình độ tiếng Anh ELPA 21. Dựa trên kết quả này, Học Khu Quận Jackson đã xác định rằng con quý vị nên nhận dịch vụ hỗ trợ học tiếng Anh (ELL) như một phần của chương t `nh giáo dục.

Ngoài các dịch vụ giáo dục phổ thông, con quý vị sẽ nhận được hỗ trợ từ giáo viên tiếng Anh, điều này sẽ giúp cải thiện môi trường học tập và đảm bảo đáp ứng tốt nhất nhu cầu ngôn ngữ của con em quý vị.

Chúng tôi lin rằng dịch vụ ELL sẽ mang lại lợi ích cho con quý vị, và nhiều học sinh đã có những tiến bộ nhờ chương t `nh này. Tuy nhiên, nếu quý vị không muốn con mình nhận dịch vụ này, xin vui lòng ên hệ với cố vấn học đường _____ theo số (228) _____

(Vui lòng gửi lại thư này cho cố vấn học đường sớm nhất có thể.)

Một cuộc họp đã được lên ịch vào (Ngay) _____ (Giờ) _____ để lập Kế Hoạch Dịch Vụ gôn Ngữ cho con quý vị.

Vui lòng chọn một tùy chọn:

☐ Có, tôi sẽ tham dự cuộc họp trực tiếp.
☐ Có, tôi sẽ tham dự cuộc họp qua điện thoại. Vui lòng gọi cho tôi theo số _____
☐ Tôi không thể tham dự vào thời gian đã đin . Vui lòng gọi tôi theo số _____ để sắp xếp lại.
☐ Không, tôi không thể tham dự cuộc họp, nhưng tôi muốn con tôi nhận dịch vụ ELL. Xin hãy tổ chức cuộc họp mà không có tôi.
☐ Tôi biết con tôi đủ điều kiện để nhận dịch vụ ELL, nhưng tôi muốn từ chối dịch vụ này. Tôi hiểu rằng con tôi vẫn phải tham gia kỳ thi đánh giá trình độ tiếng Anh hàng năm cho đến khi đạt điểm đủ điều kiện. Tôi đã đính kèm một á thư viết tay có chữ ký của tôi để yêu cầu con tôi không nhận dịch vụ từ giáo viên tiếng Anh trong chương t `nh ELL.

(Chữ ký phụ huynh) _____ **(Điện thoại)** _____ **(Ngày)**

Vietnamese (Tiếng Việt)

Jackson County School District

Повідомлення для батьків новоприбулих учнів про послуги з вивчення англійської мови (ELL)

Дата: _____

Шановні батьки/опікуни _____.

Ваша дитина пройшла тест ELPA 21 для о інки р'вня володі ня англійською обою. На основі ього тесту Шкі ьний округ Джексон-Каунті визна ив, що вашій дитині сл отримувати послуги з вивчення англійської мови (ELL) як частину її освітньої програм .

Крім загальноосвітніх ослуг, ваша дитина отримуватиме підтримку від в ителя англійської ови, що покращить її навчальне середовище а забезпечить найкращі умови для ви ення мови.

Ми віримо, що послуги ELL будуть корисні для вашої дитини, і багато у ів отримали значну допомогу завдяки цій програмі. Однак, якщо ви не хочете, щоб ваша дитина отримувала ці послуги, будь ласка, зв'яжіться зі шкільним консультанто _____ за номером (228) _____

(Будь ласка, поверніть цей лист шкільному консультанту якнайшвидше.)

Зустрі ризна ена на (Дата) _____ (Час) _____, щоб розробити План мовного обслуговування вашої дитини.

Оберіть один із варіантів:

☐ Так, я особисто відвідаю зустріч.
☐ Так, я риєднаюся до зустрічі по телефону. Будь ласка, зателефонуйте мені за номер

☐ Я не можу бути присутнім у зап ланований час. Будь ласка, за елефонуй е мені за номером _____, щоб узгодити інши ас.
☐ Ні, я не з ожу бути присутні на зустрічі, але хочу, об моя дитина отри увала ослуги ELL. Будь ласка, проведіть зустрі без мене.
☐ Я знаю, що моя дитина має право на послуги ELL, але хочу відмовитися від них. Я розумію, що моя дитина родовжуватиме щорі но проходити тест на знання англійської мови, поки не отримає прохідний бал. Я до ю рукописного лис а з підписом, щоб офі ій о відмовитися від послуг учителя англійської мови.

(Підпис батьків) _____ **(Телефон)** _____ **(Дата)** _____

Ukrainian (Українська)

Jackson County School District

民族语学习者 (ELL) 书

日

敬的 长/监护人：_____

您的孩 参加了 ELPA 21 英语水 入 测 考试。 据考试结 ，杰克逊县学区已确定您的孩子需要接受英语习者 (ELL) 务，作为 教育计划的一部分。

除了接受普通教育 务外，您的孩 将接受英语教 的 外支 ，以改善学习 境，并为 供最 的语言

我们相信 ELL 服务将对您的孩子有所帮助，许多学生从该服务中受益匪浅。然而，如果您不希望您的孩子接受这些服务，请联系学校辅导员 _____，电话：(228) _____。

(请尽快将此信交回学校辅导员。)

我们已安排会议，时间为 (日期) _____ (时间) _____，以制定您的孩子的 语言服务计 。

选择以下选项之一：

☐ 是的，我将亲自参加会议。
☐ 是的，我将 电话参加会议，请拨打我的电话号码 。
☐ 我 法在预定时间参加，请 _____ 安 。
☐ ，我 法参 ， 我希 ，请 没有我的 续会议。
☐ 我知道我的孩 ELL 绝该服务。我理解， ， 年参加英语水平测试，直到取得个 分 。 一封带 名 ，以正式中 退出 EL 的英语教 服务。

(家长签名) _____ (电话) _____ (日期) _____

Chinese (Simplified)

Jackson County School District

ਨਵਾਂ ਆਏ ਹੋਏ ਵਿਦਿਆਰਥੀਆਂ (ELL) **ਲਈ ਮਾਤਾ-ਪਿਤਾ ਦੀ ਸੂਚਨਾ**

ਮਿਤੀ: _____

ਪਿਆਰੇ ਮਾਤਾ-ਪਿਤਾ/ਕਾਨੂੰਨੀ **ਸਰਪ੍ਰਸਤ** _____

ਤੁਹਾਡੇ ਬੱਚੇ ਨੇ ELPA 21 ਪਲੇਸਮੈਂਟ ਸਕ੍ਰੀਨਰ ਵਿੱਚ ਹਿੱਸਾ ਲਿਆ ਹੈ ਜੋ ਕਿ ਅੰਗਰੇਜ਼ੀ ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਵਾਸਤਾ ਦਾ ਮੁਲਾਂਕਣ ਕਰਦਾ ਨਤੀਜਿਆਂ ਦੇ ਆਧਾਰ '. , **ਜੈਕਸਨ ਕਾਉਂਟੀ ਸਕੂਲ ਜ਼ਿਲ੍ਹੇ** ਨੇ ਇਹ ' : ' ਕੀਤਾ ਹੈ ਕਿ ਤੁਹਾਡੇ ਬੱਚੇ ਨੂੰ ਅੰਗਰੇਜ਼ੀ ਸਿੱਖਣ ਵਾਲਿਆਂ (ELL) ਦੀ **ਸੇਵਾਵਾਂ** ਲੈਣੀ ——— ਹੈ।

ਆਮ ਸਿੱਖਿਆ **ਸੇਵਾਵਾਂ** ਦੇ ਇਲਾਵਾ, ਇੱਕ ਅੰਗਰੇਜ਼ੀ ਭਾਸ਼ਾ ਅਧਿਆਪਕ ਤੁਹਾਡੇ ਬੱਚੇ ਲਈ ਸਿੱਖਣ ਦਾ ਵਾਤਾਵਰਣ ਬਹਿਤਰ ਬਣਾਏਗਾ ਅਤੇ ਉਸਦੇ ਭਾਸ਼ਾਈ ਲੋੜਾਂ ਲਈ **ਵਧੀਆ** ਸਮਾਯੋਜਨ ਉਪਲਬਧ ਕਰਵਾਏਗਾ।

ਅਸੀਂ ਮੰਨਦੇ ਹਾਂ ਕਿ ELL ਸੇਵਾਵਾਂ ਤੁਹਾਡੇ **ਬੱਚੇ** ਲਈ ਲਾਭਦਾਇਕ ਹੋਣਗੀਆਂ, **ਅਤੇ** ਬਹੁਤ ਸਾਰੇ **ਵਿਦਿਆਰਥੀਆਂ** ਨੇ ਇਸ ਤੋਂ ਲਾਭ ਪ੍ਰਾਪਤ ਕੀਤਾ । ਹਾਲਾਂਕਿ, ਜੇ ਤੁਸੀਂ **ਨਹੀਂ** ਚਾਹੁੰਦੇ ਕਿ **ਤੁਹਾਡਾ ਬੱਚਾ** ਇਹ ਸੇਵਾਵਾਂ ਲਵੇ, ਤਾਂ ਕਿਰਪਾ **ਕਰਕੇ** ਸਕੂਲ **ਕੌਂਸਲਰ** _____ ਨਾਲ ਸੰਪਰਕ **ਕਰੋ** (228) _____

(ਇਹ ਪੱਤਰ ਜਿੰਨੀ ਜਲਦੀ ਹੋ ਸਕੇ, ਸਕੂਲ ਕੌਂਸਲਰ ਨੂੰ ਵਾਪਸ ਭੇਜੋ।)

ਇੱਕ ਮੀਟਿੰਗ (ਮਿਤੀ) ___ _____ (ਸਮਾਂ) _____ 'ਤੇ ਤਹਿ ਕੀਤੀ ਗਈ ਹੈ, ਜਿੱਥੇ ਤੁਸੀਂ **ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਭਾਸ਼ਾਈ ਸੇਵਾ ਯੋਜਨਾ** 'ਤੇ ਗੱਲਬਾਤ **ਕਰ** ਸਕਦੇ ਹੋ।

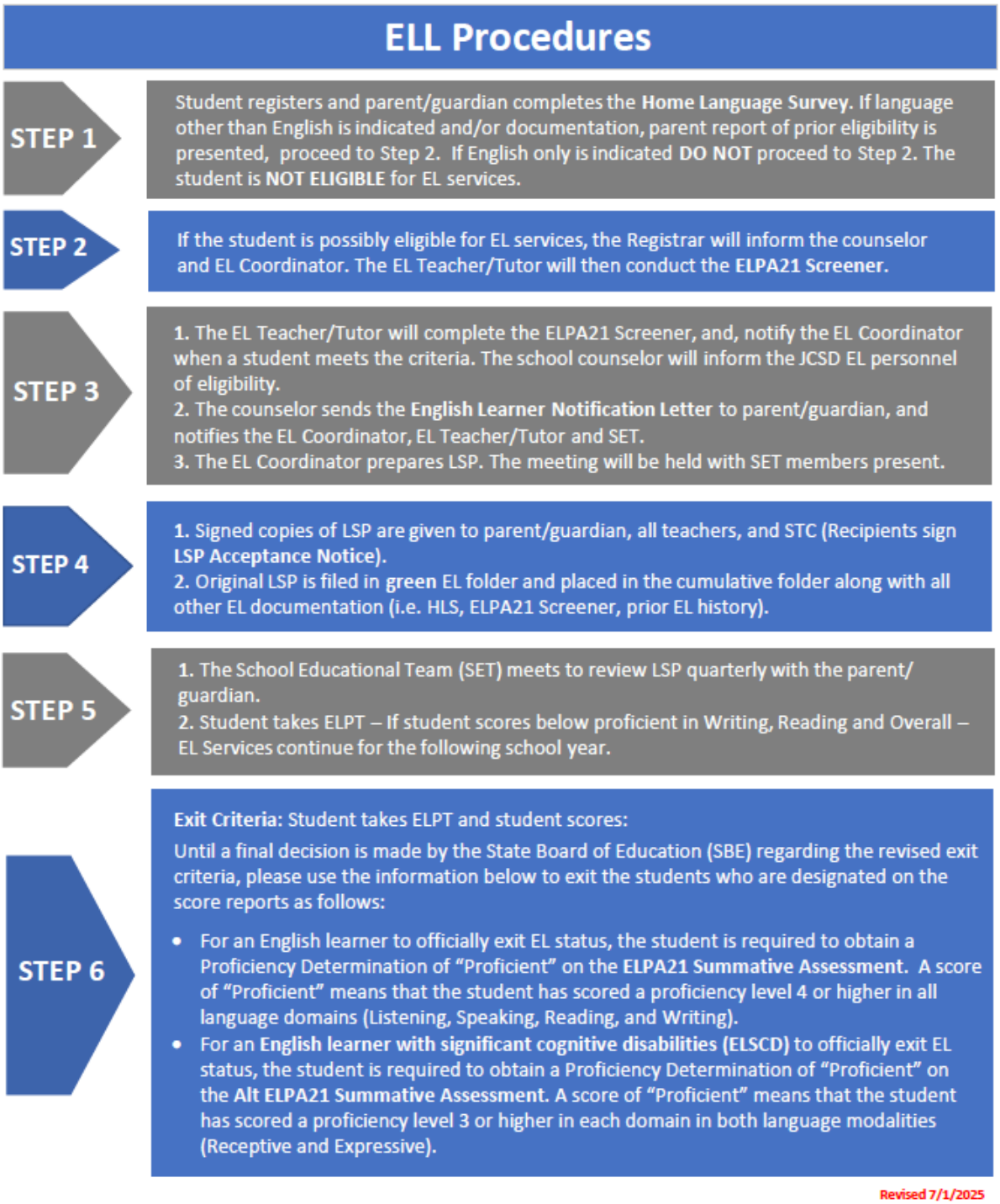
ਕਿਰਪਾ ਕਰਕੇ ਹੇਠਾਂ ਦਿੱਤੀਆਂ ਚੋਣਾਂ ਵਿੱਚੋਂ ਇੱਕ ਚੁਣੋ:

☐ ਹਾਂ, ਮੈਂ ਮੀਟਿੰਗ ਵਿੱਚ ਹਾਜ਼ਰ ਹੋਵਾਂਗਾ/ਹੋਵਾਂਗੀ।
☐ ਹਾਂ, ਮੈਂ ਫ਼ੋਨ ਰਾਹੀਂ ਮੀਟਿੰਗ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਵਾਂਗਾ/ਹੋਵਾਂਗੀ। ਕਿਰਪਾ ਕਰਕੇ ਮੈਨੂੰ _____ ਤੇ ਕਾਲ ਕਰੋ।
☐ ਮੈਂ ' ਸਮੇਂ 'ਤੇ ਸ਼ਾਮਲ ਨਹੀਂ ਹੋ ਸਕਦਾ/ਸਕਦੀ। ਕਿਰਪਾ ਕਰਕੇ _____ 'ਤੇ ਕਾਲ ਕਰਕੇ ਹੋਰ ਸਮਾਂ ਨਿਰਧਾਰਤ ਕਰੋ।
☐ ਨਹੀਂ, ਮੈਂ ਮੀਟਿੰਗ ਵਿੱਚ ਸ਼ਾਮਲ ਨਹੀਂ ਹੋ ਸਕਦਾ/ਸਕਦੀ, ਪਰ ਮੈਂ ' _ . . /ਚਾਹੁੰਦੀ ਹਾਂ ਕਿ ਮੇਰਾ ਬੱਚਾ ELL **ਸੇਵਾਵਾਂ** ਲਏ। ਕਿਰਪਾ ਕਰਕੇ ਮੇਰੇ ਬਿਨਾ ਹੀ ਮੀਟਿੰਗ ਕਰ ਲਓ।
☐ ਮੈਂ ਜਾਣਦਾ/ਜਾਣਦੀ ਹਾਂ ਕਿ ਮੇਰਾ ਬੱਚਾ ELL **ਸੇਵਾਵਾਂ** ਲਈ ਯੋਗ ਹੈ, ਪਰ ਮੈਂ ਇਹ ਸੇਵਾਵਾਂ ਨਹੀਂ ਲੈਣੀਆਂ। **ਮੈਨੂੰ** ਪਤਾ ਹੈ ਕਿ ਮੇਰੇ ਬੱਚੇ ਨੂੰ ਹਰ ਸਾਲ ਅੰਗਰੇਜ਼ੀ **ਪ੍ਰਵਾਸਤਾ** ਦੀ ਜਾਂਚ ਪੂਰੀ ਕਰਨ ਤੱਕ ਦੇਣੀ ਪਵੇਗੀ। ਮੈਂ ਆਪਣਾ ਹੱਥ- ' ਅਤੇ ਦਸਤਖਤ ਕੀਤਾ ਪੱਤਰ ਇਸ ਬੇਨਤੀ ਨਾਲ ਜੁੜਿਆ **ਹੋਇਆ ਹੈ** ਕਿ ਮੇਰਾ ਬੱਚਾ ELL ਅਧਿਆਪਕ **ਦੀ** ਸੇਵਾ ਨਾ ਲਵੇ।

(ਮਾਤਾ-ਪਿਤਾ ਦੀ ਦਸਤਖਤ) _____ **(ਫ਼ੋਨ)** _____ **(ਮਿਤੀ)**

Section NN-4

See the ELL Procedures below:



Section NN-5

All of our Title I schools are school-wide programs which service all students within the school.

Section NN-6

EL student assessment reports will serve as documentation of participation in state-wide state-mandated assessments

Section NN-7

EL student assessment reports will serve as documentation of participation in state-wide state-mandated assessments

Section NN-8

District Test Security Training agenda and signature page will serve as documentation of training certified School Test Coordinators and EL Departmental staff on the language proficiency instrument.

Section NN-9

Title I schools will upload School-wide plans

JCSD LEA utilizes the following educational resources to improve EL language proficiency:

1. Phonics For Reading
2. Foursquare Writing
3. Great Leaps
4. Let's Go
5. Boost Reading with Phonics, Writing, & Oral
6. Imagine Learning & Literacy

We use data from Boost and Imagine Learning to track student English Language improvements.

Section NN-10

Title I schools provide parents with communication in a language that parents can understand.

Each school will maintain documentation as evidence of providing home communication and/or forms in a parent's native language. These documents will also be uploaded to Title1Crate.

Section NN-11

Currently, JCSD LEA has certified teachers in EL instructional positions.

Section NN-12

Professional development opportunities will be afforded to lead teachers and EL instructors throughout the JCSD.

Section NN-13

Progress monitoring documentation will be compiled annually using state-wide assessments and promotion/retention data.

Section NN-14

The JCSD LEA does not receive Title III funds nor does it receive funding for immigrant students.

OO. TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Section OO-1

The JCSD LEA will conduct a comprehensive needs assessment annually to improve access to and opportunities for a well-rounded education for all students, to improve school conditions for student learning in order to create a safe and healthy environment and to improve access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Section OO-2

During the annual CNA survey, parents, teachers, principals, and other school personnel members will have an opportunity to provide input regarding activities funded by Title IV, Part A activities. Potential activities are as follows:

Activities to Support Well-Rounded Educational Opportunities:

1. Science, technology, engineering, and mathematics (STEM)
   a. Increasing access for groups of underrepresented students to high-quality courses
   b. Supporting participation in nonprofit competitions
   c. Providing students hands-on learning and exposure to STEM, including through field-based and service learning
   d. Integrating other academic subjects such as the arts into STEM curricula
2. Music and arts
3. Foreign language instruction
4. Accelerated learning programs
   a. Reimbursing low-income students to cover all or part of the costs of AP, IB, or other accelerated learning program exams
   b. Increasing the availability of AP or IB programs, dual or concurrent enrollment programs, and other accelerated learning options
5. Career and college counseling/guidance
   a. Counseling programs and services
   b. Programs offering assistance in applying for college entrance and financial aid
   c. Advising on academic and occupational training
   d. Transition programs
6. Social and Emotional Learning (SEL)
   a. Activities and interventions in SEL that build resilience, self-control, empathy, persistence, and other social and behavioral skills
7. Environmental Education
   a. Activities and educational opportunities related to environmental issues.

Activities to Support Safe and Healthy Students:

1. Training school personnel in drug, violence, trafficking, and trauma.
2. Implementing programs that educate students and school personnel about bullying and harassment prevention.
3. Implementing drug and violence prevention programs.
4. Building school and community relationships to expand access to community resources including, but not limited to, mental health programs and crisis intervention.
5. Suicide prevention programs.
6. Implementing programs that support dropout prevention and re-entry.
7. Providing local educational agencies with resources that are evidence-based addressing ways to integrate health and safety practices into school or athletic programs, including physical and nutrition education.
8. Provide school-based health services, including chronic disease management.
9. Social Emotional Learning (SEL) including, but not limited to: interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills.
10. Culturally responsive teaching and professional development of implicit bias.
11. Reducing use of exclusionary discipline practices and promoting supportive school discipline.
12. Supporting local educational agencies to expand access to or coordinate resources for school-based counseling and mental health programs, such as through school-based mental health services partnership programs.
13. Designating a site resource coordinator at a school or LEA to establish partnerships within the community.
14. Implementing child sexual abuse awareness and prevention programs that are age appropriate and developmentally appropriate for students or that provide information to parents and guardians of students about sexual abuse awareness and prevention.
15. Implementing school wide positive behavioral interventions and supports.

Activities to Support the Effective Use of Technology:

*Note: A Special Rule in the SSAE program states that no more than 15% of funds for activities to support the effective use of technology may be used "for purchasing technology infrastructure as described in subsection (a)(2)(B), which includes technology infrastructure purchased for the activities under subsection (a)(4)(A)." To clarify, LEAs or consortium's of LEAs may not spend more than 15% of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases. (ESEA section 4109(b)).

1. Provide professional development opportunities directly related to improving the use of educational technology. Note: Professional development activities should be sustained, (not
   stand-alone, one-day, or short term workshops), intensive, collaborative, job-embedded,
   data-driven, and classroom-focused.
2. Provide personalized learning that is meaningful and relevant to learners, driven by their interests, and often self-initiated.
3. Developing or using effective innovative strategies for the delivery of specialized or rigorous academic course and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential.
4. Providing students in rural, remote, and undeserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.
5. Implement digital citizenship initiatives that include strategies to address student safety.
6. Implement school- and district-wide approaches to inform instruction, support teacher collaboration, and personalize learning including, but not limited to creating learning communities composed of students, fellow educators, museums, libraries, experts in various disciplines around the world, community organizations, and families.
7. Making instructional content widely available through open educational resources.

   Information for Allowable Activities was excerpted from the Non-Regulatory Guidance Student Support and Academic Enrichment Grants.

Section OO-3

Each school within the JCSD LEA will submit lesson plans and or justifications for utilizing Title IV, Part A funded activities to the JCSD Federal Programs Department.

The JCSD LEA will utilize the Comprehensive Needs Assessment survey, along with other stakeholder input from the Title I parent meetings and monthly principal meetings, to set objectives and intended outcomes for its Title IV, Part A activities.

Section OO-4

The JCSD LEA equally distributes funding among all secondary schools. Additionally Title IV, Part A funds are equally distributed amongst all JCSD comprehensive school counseling programs. If a school does not elect to utilize the funds, the funds will be offered to the remaining schools. Emails are sent to all Middle and High school principals and all school counselors detailing funding amounts and the objectives for these amounts.

PP. TITLE IV, PART B: 21st Century Community Learning Centers

Section PP-1 thru PP-32

The JCSD LEA does not reserve funding for 21st Century Community Learning Centers; and the JCSD LEA does not receive funds for this program.

QQ. TITLE V, PART B, SUBPART 2: RURAL EDUCATION INITIATIVE

Section QQ-1 thru QQ-2

The JCSD LEA does not reserve funding for Rural Education Initiative; and the JCSD LEA does not receive funds for this program.

RR. TITLE IX, PART A - SUBGRANTEES ONLY MCKINNEY-VENTO ACT SEC. 723

Section RR-1 thru RR-2

The JCSD LEA is not a Subgrantee for the McKinney-Vento Act Sec. 723; and the JCSD LEA does not receive funds for this program.

Monthly School Board Update
2025– 2026

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Date of School Board Meeting: 11/17/2025

District Name: Jackson County

School Name: St. Martin Upper Elementary **School Identification:** ☐ CSI ☐ MRO ☐ TSI ☐X ATSI ☐ SAR

Current Accountability Points: 423 | **Letter Grade:** B | **Graduation Rate:** N/A

School Goal

Name of Benchmark Assessment: 24-25 MAAP

Total Points/Grade	Reading	Math	Science/ Biology	US History
% Proficient	59.6	55.5	71	
% Growth of all	64	66	Participation Rate 100	
% Growth of bottom 25%	50.5	43.9		

1st Benchmark Assessment Results

Comprehensive Assessment: Reading Math Science

Total Points/Grade	Reading	Math	Science/ Biology	US History
% Proficient	50.7	55.8	66	638
% Growth of all	58	54	Participation Rate ≧99	
% Growth of bottom 25%	44.3	33.6		

2nd Benchmark Assessment Results

Comprehensive Assessment: ☐ Reading ☐ Math ☐ Science ☐ History

Total Points/Grade	Reading	Math	Science/ Biology	US History
% Proficient				
% Growth of all			Participation Rate	

3rd Benchmark Assessment Results

Comprehensive Assessment: ☐ Reading ☐ Math ☐ Science ☐ History

Total Points/Grade	Reading	Math	Science/ Biology	US History
% Proficient				
% Growth of all			Participation Rate	

Monthly School Board Update
2025– 2026

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

% Growth of bottom 25%					% Growth of bottom 25%			

Reporting Month									
	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	March 2026	April 2026	May 2026	June 2026
Total School Enrollment	646	644							
Student ADA	97.4%	96.9							
% of students with 2 or more absences for the month (*chronic absences*)	12	9.7							639
Teacher attendance rate	96.22% 9/1-9/30	95.19% 10/1-10/31							
# of discipline referrals	96	138							

Allocation of Resources: School Improvement Funding 1003		
FY26 Total Allocation: 0		
FY26 Remaining Balance: (Benchmark 1) $ Not released	FY26 Remaining Balance: (Benchmark 2) $ Not released	FY26 Remaining Balance: (Benchmark 3) $ Not released
FY25 Total Allocation: $66,863.00		
FY25 Remaining Balance: (Benchmark 1) $ 66,863.00	FY25 Remaining Balance: (Benchmark 2) $	FY25 Remaining Balance: (Benchmark 3) $

Monthly School Board Update
2025– 2026

FY24 Total Allocation: $53,228.00		
FY24 Remaining Balance: (Benchmark 1) **$ 24,713.24 $19,093.45(10/31)**	**FY24 Remaining Balance: (Benchmark 2)** **$**	**FY24 Remaining Balance: (Benchmark 3)** **$**

640

Monthly School Board Update
2025– 2026

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Date of School Board Meeting: November 17, 2025								
District Name: Jackson County								
School Name: St. Martin East Elementary				**School Identification:** ☐ CSI ☐ MRO ☐ TSI X☐ ATSI ☐ SAR				
Current Accountability Points: 419				**Letter Grade: B**			**Graduation Rate:N/A**	
School Goal					**Beginning of the Year (BOY) Assessment Results**			
Name of Benchmark/Interim Assessment: STAR					**Comprehensive Assessment:** ☐ Reading ☐ Math ☐ Science ☐			
Total Points	**Reading**	**Math**	**Science/Biology**		**Total Points**	**Reading**	**Math**	**Science/Biology**
% Proficient	**75%**	**75%%**	**N/A**		**% Proficient**	**64.6%**	**64.6%**	**N/A**
% Growth of all	**85%**	**75%**	**Participation Rate**		**% Growth of all**			**Participation Rate**
% Growth of bottom 25%	**85%**	**80%**	**100%**		**% Growth of bottom 25%**			**100%** 641
Middle of the Year (MOY) Assessment Results					**End of the Year (EOY) Assessment Results**			
Comprehensive Assessment: ☐ Reading ☐ Math ☐ Science ☐					**Comprehensive Assessment:** ☐ Reading ☐ Math ☐ Science ☐			
Total Points	**Reading**	**Math**	**Science/Biology**		**Total Points**	**Reading**	**Math**	**Science/Biology**
% Proficient					**% Proficient**			
% Growth of all			**Participation Rate**		**% Growth of all**			**Participation Rate**
% Growth of bottom 25%					**% Growth of bottom 25%**			

Monthly School Board Update
2025– 2026

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

(Data are lagged and reported for the preceding month ex. in October report data for September)	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	March 2026	April 2026	May 2026	June 2026
Total School Enrollment	667	670							
Student ADA	95.21%	94.59%							
% of students with 2 or more absences for the month (*chronic absences*)	24.2%	17.6%							
Teacher attendance rate	97.2%	98.02%							
# of discipline referrals	66	43							

Allocation of Resources: School Improvement Funding 1003		
FY26 Total Allocation: $ 642		
FY25 Remaining Balance: (BOY) $ 65,412.70	**FY25 Remaining Balance: (MOY)** $	**FY25 Remaining Balance: (EOY)** $
FY25 Total Allocation: $		
FY24 Remaining Balance: (BOY) $ 69	**FY24 Remaining Balance: (MOY)** $	**FY24 Remaining Balance: (EOY)** $
FY24 Total Allocation: $		
FY23 Remaining Balance: (BOY) $	**FY23 Remaining Balance: (MOY)** $	**FY23 Remaining Balance: (EOY)** $

Monthly School Board Update
2025– 2026

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Date of School Board Meeting:	**October 13, 2025**							
District Name:	Jackson County							
School Name:	St. Martin East Elementary			**School Identification:**	☐ **CSI**	☐ **MRO**	☐ **TSI**	X☐ **ATSI** ☐ **SAR**
Current Accountability Points: 419				**Letter Grade: B**		**Graduation Rate:N/A**		
School Goal					**Beginning of the Year (BOY) Assessment Results**			
Name of Benchmark/Interim Assessment: STAR					**Comprehensive Assessment:** ☐ Reading ☐ Math ☐ Science ☐			
Total Points	**Reading**	**Math**	**Science/Biology**		**Total Points**	**Reading**	**Math**	**Science/Biology**
% Proficient	**75%**	**75%%**	**N/A**		**% Proficient**	**64.6%**	**64.6%**	**N/A**
% Growth of all	**85%**	**75%**	**Participation Rate**		**% Growth of all**			**Participation Rate**
% Growth of bottom 25%	**85%**	**80%**	**100%**		**% Growth of bottom 25%**			**100%** 643
Middle of the Year (MOY) Assessment Results					**End of the Year (EOY) Assessment Results**			
Comprehensive Assessment: ☐ Reading ☐ Math ☐ Science ☐					**Comprehensive Assessment:** ☐ Reading ☐ Math ☐ Science ☐			
Total Points	**Reading**	**Math**	**Science/Biology**		**Total Points**	**Reading**	**Math**	**Science/Biology**
% Proficient					**% Proficient**			
% Growth of all			**Participation Rate**		**% Growth of all**			**Participation Rate**
% Growth of bottom 25%					**% Growth of bottom 25%**			

Monthly School Board Update
2025– 2026

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

(Data are lagged and reported for the preceding month ex. in October report data for September)	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	March 2026	April 2026	May 2026	June 2026
Total School Enrollment	667								
Student ADA	95.21%								
% of students with 2 or more absences for the month (*chronic absences*)	24.2%								
Teacher attendance rate	97.2%								
# of discipline referrals	66								

Allocation of Resources: School Improvement Funding 1003		
FY26 Total Allocation: $ 644		
FY25 Remaining Balance: (BOY)	**FY25 Remaining Balance: (MOY)**	**FY25 Remaining Balance: (EOY)**
$ 65,412.70	**$**	**$**
FY25 Total Allocation: $		
FY24 Remaining Balance: (BOY)	**FY24 Remaining Balance: (MOY)**	**FY24 Remaining Balance: (EOY)**
$ 69	**$**	**$**
FY24 Total Allocation: $		
FY23 Remaining Balance: (BOY)	**FY23 Remaining Balance: (MOY)**	**FY23 Remaining Balance: (EOY)**
$	**$**	**$**

Monthly School Board Update
2025– 2026

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Date of School Board Meeting: 10/13/2025

District Name: Jackson County

School Name: St. Martin Upper Elementary

School Identification: ☐ CSI ☐ MRO ☐ TSI ☐X ATSI ☐ SAR

Current Accountability Points: 423

Letter Grade: B

Graduation Rate: N/A

School Goal

Name of Benchmark Assessment: 24-25 MAAP

Total Points/Grade	Reading	Math	Science/ Biology	US History
% Proficient	59.6	55.5	71	
% Growth of all	64	66	Participation Rate 100	
% Growth of bottom 25%	50.5	43.9		

1st Benchmark Assessment Results

Comprehensive Assessment: Reading Math Science

Total Points/Grade	Reading	Math	Science/ Biology	US History
% Proficient				
% Growth of all			Participation Rate	
% Growth of bottom 25%				

645

2nd Benchmark Assessment Results

Comprehensive Assessment: ☐ Reading ☐ Math ☐ Science ☐ History

Total Points/Grade	Reading	Math	Science/ Biology	US History
% Proficient				
% Growth of all			Participation Rate	

3rd Benchmark Assessment Results

Comprehensive Assessment: ☐ Reading ☐ Math ☐ Science ☐ History

Total Points/Grade	Reading	Math	Science/ Biology	US History
% Proficient				
% Growth of all			Participation Rate	

Monthly School Board Update
2025– 2026

% Growth of bottom 25%					% Growth of bottom 25%			

Reporting Month									
	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	March 2026	April 2026	May 2026	June 2026
Total School Enrollment	646								
Student ADA	97.4%								
% of students with 2 or more absences for the month (*chronic absences*)	12								
Teacher attendance rate	96.22% 9/1-9/30								646
# of discipline referrals	96								

Allocation of Resources: School Improvement Funding 1003		
FY26 Total Allocation: 0		
FY26 Remaining Balance: (Benchmark 1) $ Not released	FY26 Remaining Balance: (Benchmark 2) $ Not released	FY26 Remaining Balance: (Benchmark 3) $ Not released
FY25 Total Allocation: $66,863.00		
FY25 Remaining Balance: (Benchmark 1) $ 66,863.00	FY25 Remaining Balance: (Benchmark 2) $	FY25 Remaining Balance: (Benchmark 3) $

Monthly School Board Update
2025– 2026

FY24 Total Allocation: $53,228.00		
FY24 Remaining Balance: (Benchmark 1) **$ 24,713.24**	**FY24 Remaining Balance: (Benchmark 2)** **$ 0.00**	**FY24 Remaining Balance: (Benchmark 3)** **$ 0.00**

Monthly School Board Update
2025– 2026

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Date of School Board Meeting: Nov. 17, 2025

District Name: Jackson County School District

School Name: St. Martin Middle School **School Identification:** ☐ CSI ☐ MRO ☐ TSI ☒ ATSI ☐ SAR

Current Accountability Points: 425 | **Letter Grade: B** | **Graduation Rate: N/A**

School Goal

Name of Benchmark/Interim Assessment:

Total Points	Reading	Math	Science/Biology
% Proficient	62%	64%	80%
% Growth of all	72%	74%	Participation Rate
% Growth of bottom 25%	65%	55%	100%

Beginning of the Year (BOY) Assessment Results

Comprehensive Assessment: ☐ Reading ☒ Math ☒ Science ☒

Total Points	Reading	Math	Science/Biology
% Proficient	51%	54%	72%
% Growth of all	62%	62%	Participation Rate
% Growth of bottom 25%	51%	49%	98.5%

Middle of the Year (MOY) Assessment Results

Comprehensive Assessment: ☐ Reading ☐ Math ☐ Science ☐

Total Points	Reading	Math	Science/Biology
% Proficient			
% Growth of all			Participation Rate
% Growth of bottom 25%			

End of the Year (EOY) Assessment Results

Comprehensive Assessment: ☐ Reading ☐ Math ☐ Science ☐

Total Points	Reading	Math	Science/Biology
% Proficient			
% Growth of all			Participation Rate
% Growth of bottom 25%			

Monthly School Board Update
2025– 2026

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

(Data are lagged and reported for the preceding month ex. in October report data for September)	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	March 2026	April 2026	May 2026	June 2026
Total School Enrollment		919							
Student ADA		96.4%							
% of students with 2 or more absences for the month (*chronic absences*)		28%							
Teacher attendance rate		95%							
# of discipline referrals		78							

Allocation of Resources: School Improvement Funding 1003		
FY26 Total Allocation: $		
FY25 Remaining Balance: (BOY) $4,510.05	**FY25 Remaining Balance: (MOY)** $	**FY25 Remaining Balance: (EOY)** $
FY25 Total Allocation: $82,560		
FY24 Remaining Balance: (BOY) $0	**FY24 Remaining Balance: (MOY)** $	**FY24 Remaining Balance: (EOY)** $
FY24 Total Allocation: $60,995		
FY23 Remaining Balance: (BOY) $0	**FY23 Remaining Balance: (MOY)** $	**FY23 Remaining Balance: (EOY)** $

Monthly School Board Update
2025– 2026

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Date of School Board Meeting: Nov. 17, 2025

District Name: Jackson County School District

School Name: St. Martin Middle School **School Identification:** ☐ CSI ☐ MRO ☐ TSI ☒ ATSI ☐ SAR

Current Accountability Points: 425 | **Letter Grade: B** | **Graduation Rate: N/A**

School Goal

Name of Benchmark/Interim Assessment:

Total Points	Reading	Math	Science/Biology
% Proficient	62%	64%	80%
% Growth of all	72%	74%	Participation Rate
% Growth of bottom 25%	65%	55%	100%

Beginning of the Year (BOY) Assessment Results

Comprehensive Assessment: ☐ Reading ☒ Math ☒ Science ☒

Total Points	Reading	Math	Science/Biology
% Proficient	51%	54%	72%
% Growth of all	62%	62%	Participation Rate
% Growth of bottom 25%	51%	49%	98.5%

Middle of the Year (MOY) Assessment Results

Comprehensive Assessment: ☐ Reading ☐ Math ☐ Science ☐

Total Points	Reading	Math	Science/Biology
% Proficient			
% Growth of all			Participation Rate
% Growth of bottom 25%			

End of the Year (EOY) Assessment Results

650

Comprehensive Assessment: ☐ Reading ☐ Math ☐ Science ☐

Total Points	Reading	Math	Science/Biology
% Proficient			
% Growth of all			Participation Rate
% Growth of bottom 25%			

Monthly School Board Update
2025– 2026

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

(Data are lagged and reported for the preceding month ex. in October report data for September)	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	March 2026	April 2026	May 2026	June 2026
Total School Enrollment	**928**								
Student ADA	**94%**								
% of students with 2 or more absences for the month (*chronic absences*)	**28%**								
Teacher attendance rate	**97%**								
# of discipline referrals	**117**								

Allocation of Resources: School Improvement Funding 1003		
FY26 Total Allocation: $		
FY25 Remaining Balance: (BOY)	**FY25 Remaining Balance: (MOY)**	**FY25 Remaining Balance: (EOY)**
$4,510.05	**$**	**$**
FY25 Total Allocation: $82,560		
FY24 Remaining Balance: (BOY)	**FY24 Remaining Balance: (MOY)**	**FY24 Remaining Balance: (EOY)**
$0	**$**	**$**
FY24 Total Allocation: $60,995		
FY23 Remaining Balance: (BOY)	**FY23 Remaining Balance: (MOY)**	**FY23 Remaining Balance: (EOY)**
$0	**$**	**$**

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
☐	10/23/2025 9:34:33 AM	MCAPS Administrator	FY26 (SY2025-2026) Preliminary Allocations Good morning, Please see the attached Preliminary Allocations released by the Office of Grants Management. This information can also be found in the MCAPS' MDE Document Library under the Allocations tab. If there are any questions or concerns, please contact your district's contact. Best Regards, Brendsha Roby **Attachment(s):** FY26 (SY2025-2026) Preliminary Allocations.xlsx	C
	10/14/2025 8:42:44 AM	Leslie Tillman	Status changed to 'Draft Started'.	S
	10/10/2025 8:00:33 AM	Mariea Jackson	Status changed to 'Not Started'.	S

652

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Allocations

Allocation Type	(1) Cost Pool	(2) CI CFDA: 84.010A	(3) Title I-A, Neglected	(4) Title I, Part D, Subpart 1	(5) Title I-D	(6) EG CFDA: 84.367A	(7) EL	(8) IG	(9) Title IV-A	(10) RL CFDA: 84.358B	Total
Original	$0.00	$1,725,645.00	$0.00	$0.00	$0.00	$314,863.00	$0.00	$0.00	$127,140.00	$0.00	$2,167,648.00
Reallocated	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Additional	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Released	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Forfeited	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total	$0.00	$1,725,645.00	$0.00	$0.00	$0.00	$314,863.00	$0.00	$0.00	$127,140.00	$0.00	$2,167,648.00

Allocation Transfers	(1) Cost Pool	(2) CI CFDA: 84.010A	(3) Title I-A, Neglected	(4) Title I, Part D, Subpart 1	(5) Title I-D	(6) EG CFDA: 84.367A	(7) EL	(8) IG	(9) Title IV-A	(10) RL CFDA: 84.358B	Total
From CI	$189,820.00	($189,820.00)	$0.00								$0.00
From EG	$3,000.00	$0.00				($3,000.00)			$0.00		$0.00
From EL	$0.00						$0.00				$0.00
From IG	$0.00							$0.00			$0.00
From Title IV-A	$2,000.00	$0.00				$0.00			($2,000.00)		$0.00
From RL	$0.00									$0.00	$0.00
Total	$194,820.00	$1,535,825.00	$0.00	$0.00	$0.00	$311,863.00	$0.00	$0.00	$125,140.00	$0.00	$2,167,648.00

653

ESEA Shared Program Details

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - ESEA Requirements

☑ *** ESEA Programs Reviewed and Approved by ESEA Director**

Program Eligibility

* LEA is eligible to receive a Title V, Part B, Subpart 1 - Small, Rural School Achievement (SRSA) Program grant.

○ Yes

◉ No

LEA will submit an SRSA application to the United States Department of Education (USDOE).

○ Yes

◉ No

LEA intends to use the Alternative Uses of Funds Authority under Section 5211 during the previous school year.

○ Yes

◉ No

954

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Cost Pool

Indirect Cost	
Total Contributing to Indirect Cost	$194,820.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	$0.00

Function Code		Total
2330 - Special Area Administration Services		$194,820.00
	Total	$194,820.00
	Adjusted Allocation	$194,820.00
	Remaining	$0.00

655

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Cost Pool

2330 - Special Area Administration Services - $194,820.00

Budget Detail		Narrative Description
Function Code:	2330 - Special Area Administration Services	Salary for Federal Programs Director (1 HC, .5 FTE) Salary for Federal Programs Coordinator (1 HC, 1 FTE)
Object Code:	100-199 - Employee Salaries	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$123,025.00	
Line Item Total:	$123,025.00	
Function Code:	2330 - Special Area Administration Services	Benefits for Federal Programs Director (1 HC, .5 FTE) Benefits for Federal Programs Coordinator (1 HC, 1 FTE)
Object Code:	200-299 - Employee Benefits	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$46,000.00	
Line Item Total:	$46,000.00	
Function Code:	2330 - Special Area Administration Services	CNA
Object Code:	300-399 - Prof Services	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$15,445.00	
Line Item Total:	$15,445.00	
Function Code:	2330 - Special Area Administration Services	Annual ad, travel, and document storage software
Object Code:	500-599 - Other Purchased Services	

Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$7,850.00	
Line Item Total:	$7,850.00	
Function Code:	2330 - Special Area Administration Services	office supplies
Object Code:	600-699 - Supplies	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Function Code:	2330 - Special Area Administration Services	Registration fees and dues for grant management professional development and/or conferences
Object Code:	800-899 - Other Objects	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$1,500.00	
Line Item Total:	$1,500.00	

Total for 2330 - Special Area Administration Services:	$194,820.00
Total for all other Function Codes:	$0.00
Total for all Function Codes:	$194,820.00
Adjusted Allocation:	$194,820.00
Remaining:	$0.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Cost Pool

Indirect Cost	
Total Contributing to Indirect Cost	$194,820.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	$0.00

Filter by Location: All - $194,820.00

[Download Data]

Function Code / Object Code	2330 - Special Area Administration Services	Total
100-199 - Employee Salaries	123,025.00	123,025.00
200-299 - Employee Benefits	46,000.00	46,000.00
300-399 - Prof Services	15,445.00	15,445.00
500-599 - Other Purchased Services	7,850.00	7,850.00
600-699 - Supplies	1,000.00	1,000.00
800-899 - Other Objects	1,500.00	1,500.00
Total	194,820.00	194,820.00
	Adjusted Allocation	194,820.00
	Remaining	0.00

Program Details

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Cost Pool

*** Provide a description of administrative activities and personnel (including travel, supplies, and equipment used to administer the grant programs).**

The JCSD Federal Programs team consists of a Federal Programs Director and a Federal Programs Coordinator. The JCSD team will utilize organizational software to ensure proper administration of all Title programs. The team will travel to local, state, and national federal program conferences and/or other federal-related trainings to remain informed of current trends, educational law updates, and other vital federal program information for the effective administration of all Title grants awarded to JCSD. Computers, laptops, tablets, printers, and other electronic devices will be used to manage the daily operations of the job and to effectively perform all required duties. All supplies purchased will be used to aid in the administration of the JCSD Federal Programs throughout the district.

Federal Programs Director - 50%
Federal Programs Coordinator - 100%

659

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Consolidated Cost Pool

LEA Plan Funding Summary - ALL funds must support a goal.

Grant	Allocation	Funding Sources (View Item Numbers)		Remaining
		1.) Improving Student Achievement in ELA and Mathematics	Total	
Consolidated Cost Pool	$194,820.00	$194,820.00	$194,820.00	$0.00
Total	$194,820.00	$194,820.00	$194,820.00	$0.00

Related LEA Plan Action Steps ( )

G 1) Improving Student Achievement in ELA and Mathematics

S 1.4) District Assessment, Data Collection, & Analysis

AS 1.4.1) Provide School and District Data and Status (JACKSON CO SCHOOL DIST)

Description:

District Title funds will be used to conduct an annual needs assessment. This will culminate in a compilation of survey results complete with analysis. The surveys will go out to community members, parents, teachers, and students. The results will be used to drive the district and school-level Title I plan needs and revisions for the 2025-2026 school year.

Benchmark Indicator:

Increased student achievement and growth by 3% in all core academic areas and student subgroups on the MAAP for the 2025-2026 school year.

Person Responsible:

Federal Programs Director

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Consolidated Cost Pool	Annual assessment, document storage, and supplies	$21,245.00

S 1.6) Address teaching and learning needs related to academic problems of low achieving students.

AS 1.6.1) Support for Federal Programs administrative expenses (JACKSON CO SCHOOL DIST)

Description:

District Title I, II, IV funds will be used to pay all or a portion of the salaries and benefits of a Federal Programs Director and a Federal Programs Coordinator. These employees will support the district and school initiatives through administrative and clerical duties. Additionally, district Title funds will be utilized to purchase office and training supplies, and computer software as needed to provide support to school and district-level improvement initiatives.

Benchmark Indicator:

Increased student achievement in core academic areas by 3% on the MAAP in the 2025-2026 school year.

Person Responsible:

Federal Programs Director

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Consolidated Cost Pool	Annual ad for Budget	$50.00
	Consolidated Cost Pool	Dues and registration fees	$1,500.00
	Consolidated Cost Pool	Salary and Benefits	$169,025.00
	Consolidated Cost Pool	Travel for Federal Programs	$3,000.00
		Total	$173,575.00

School Plan Funding Summary - ALL funds must support a goal.

Grant	Allocation	Funding Sources (View Item Numbers)	Remaining
		Total	
Total	$0.00	$0.00	$0.00

Related School Plan Action Steps ( )

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

The underlined items in the column headings on this page can be clicked for sorting. For example, to sort your schools alphabetically by school name, click on "School Name"

School Name (13 Buildings)	School Number	Grade Span	Service	K-12 Public Enrollment	Non-Public Attendance Area	All Students (K-12 Public Enrollment + Non-public Attendance Area)	Poverty Factor	Low Income Students						Sort Order (Asc)	Eligibility For Service	Eligibility by Other Factors	School Designation
								Public Count	Adjusted Public Count	NonPublic Count	Total Low-Income J+K	Percent (I+K)/G	Adjusted Percent L/G				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
ST MARTIN N ELEMENTARY SCHOOL	3000010	PK-3	SW	551	17	568	FRLP (Free and Reduced Lunch)	390	390	17	407	71.65%	71.65%	1	☑	☐	None
ST MARTIN UPPER ELEMENTARY	3000013	4-5	SW	588	9	597	FRLP (Free and Reduced Lunch)	381	381	9	390	65.33%	65.33%	2	☑	☐	ATSI
VANCLEAVE UPPER ELEMENTARY	3000016	3-5	SW	329	1	330	FRLP (Free and Reduced Lunch)	199	199	1	200	60.61%	60.61%	3	☑	☐	None
EAST CENTRAL LOWER ELEMENTARY	3000022	PK-2	SW	570	1	571	FRLP (Free and Reduced Lunch)	333	333	1	334	58.49%	58.49%	4	☑	☐	None
VANCLEAVE LOWER ELEMENTARY	3000026	PK-2	SW	688	3	691	FRLP (Free and Reduced Lunch)	399	399	3	402	58.18%	58.18%	5	☑	☐	None
ST MARTIN EAST ELEMENTARY SCHOOL	3000014	PK-3	SW	697	9	706	FRLP (Free and Reduced Lunch)	401	401	9	410	58.07%	58.07%	6	☑	☐	ATSI
EAST CENTRAL UPPER ELEMENTARY	3000002	3-5	SW	559	0	559	FRLP (Free and Reduced Lunch)	315	315	0	315	56.35%	56.35%	7	☑	☐	None
ST. MARTIN MIDDLE SCHOOL	3000024	6-8	None	928	0	928	FRLP (Free and Reduced Lunch)	567	567	0	567	61.10%	61.10%		☑	☐	ATSI
ST MARTIN HIGH SCHOOL	3000011	9-12	None	1209	0	1209	FRLP (Free and Reduced Lunch)	679	679	0	679	56.16%	56.16%		☑	☐	TSI
VANCLEAVE MIDDLE SCHOOL	3000018	6-8	None	566	0	566	FRLP (Free and Reduced Lunch)	312	312	0	312	55.12%	55.12%		☑	☐	None
EAST CENTRAL MIDDLE SCHOOL	3000004	6-8	None	533	0	533	FRLP (Free and Reduced Lunch)	283	283	0	283	53.10%	53.10%		☑	☐	TSI
VANCLEAVE HIGH SCHOOL	3000020	9-12	None	663	0	663	FRLP (Free and Reduced Lunch)	319	319	0	319	48.11%	48.11%		☑	☐	None
EAST CENTRAL HIGH SCHOOL	3000006	9-12	None	697	0	697	FRLP (Free and Reduced Lunch)	332	332	0	332	47.63%	47.63%		☑	☐	None
Totals:				8,578	40	8,618		4,910	4,910	40	4,950	57.44%	56.97%				

661

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

☐ **District does not have any private schools.**

District Title I-A Allocation	$ 1,725,645.00

Non-Participating Private Schools

Non-Participating Private School	Status
	Select...

Participating Private Schools

Public and Private School Proportionate Share Calculation

	Public School Share	Private School Share
Number of public low-income students and private low-income students from participating private schools	2,418	40
Proportion Low Income (value is rounded to 2 decimal places)	98.37 %	1.63 %
Proportionate share of allocation to be budgeted on public and private budgets	$ 1,697,562.90	$ 28,082.10
Private school parent and family engagement amount from proportionate share:		$ 280.82

Optional District Private Administration Cost Adjustment

Private School Proportionate Share	$ 28,082.10
District Administrative Costs (value required, $0.00 is allowed)	* $ 0.00
Adjusted private school proportionate share to be budgeted on the Title I-A private budget	$ 28,082.10

Participating Private School Allocation

Participating Private School	# low-income students	Title I-A Allocation
		$ 0.00
Participating Out of District Private School(s)	40	$ 28,082.10

Totals		40	$ 28,082.10

663

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

Required Reservations and Other Instructional Initiatives	Amount
Homeless: (The homeless set-aside may be used to provide services to homeless students in schools that are not ordinarily provided to other Title I students.)	11,785.43

1. Please describe the LEA plans to spend the Title I, Part A-Homeless Set-Aside to help students experiencing homelessness in both non-Title I and Title I Schools. The description should include how the LEA determined the per pupil amount, justification of the set-aside amount, and the services provided.

For the 2024-2025 school year, the LEA had 67 homeless students. The LEA determined it will reserve at least $25.00 per homeless student.
The Jackson County School District has board approved policies that cover the enrollment process for students with limited English proficiency, children with disabilities, migratory students, neglected and delinquent youth, and homeless children. Each school will follow these policies during the enrollment process and provide the proper documentation to the central office. Services for children who are homeless are provided by Title I, District, and Local Community groups. Title I funds are coordinated with other local and district funding to provide additional services, such as tutoring, supplies, uniforms, course fees, field trip fees, bookbags, etc. to homeless children and immigrant children to increase program effectiveness and reduce fragmentation of the instructional program. The LEA will also continue to utilize ARP Homeless II Funds to provide services and assistance to identified homeless students. The LEA plans to use the Title I-A homeless reservation for non-instructional supplies, as the experience of homelessness results in a loss of personal possessions and a lack of personal hygiene items, which makes it difficult to adjust socially with their peers.

Additionally, a portion of the homeless set-aside will be used to fund the homeless liaison salary, benefits, and travel, who will work to ensure that all homeless students and their families are connected with resources needed to ensure their academic, social, and emotional growth.

The JCSD will implement the following goals for the 25-26 school year.

The JCSD has the following goals and purposes for students who are homeless: (These funds are located in Function 2190)

- Students will increase student achievement
- Students will achieve at the same rate as other children on state assessments.
- JCSD will meet the educational and physical needs (when appropriate) for the child.
- Tutorial services will be provided, when needed to perform academically.
- School supplies will be provided for children who are homeless.

Neglected: (See Allocations in MDE Document Library)	

1. Please describe how the LEA plans to spend this required set aside to help children in local institutions for neglected children, and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs (for example, describing programming or services offered, staff, materials, etc.).

Family and Community Engagement for Public Schools: ((1% minimum for allocations above $500,000) MINUS non-public amount. 90% of funds must be distributed to schools) For LEAs receiving $500,000 or more in Title I allocations: • (1% of your Title I allocation) X (your K-12 public low-income enrollment / your K-12 total low-income enrollment) is $16,975.63. Enter this amount as the required family and community engagement set-aside. • Note that 90% of the public school amount (number above) is $15,278.07 and must be distributed to your schools for family engagement activities. **1. Describe how the LEA will distribute (at the minimum) 90 percent of this required set-aside to its Title I schools with priority to high needs schools such as CSI, TSI, ATSI, Persistently Dangerous, etc. Also, describe the services provided for Family and Community Engagement. Sec 1116(a)(3)(C)** We will distribute all 90%, along with additional funds, of the required set-aside monies to the Title I schools for the following: supplies for Parent workshops, literacy night, parent/teacher communication folders, reading fair workshops with blackboards to be given to parents who attend, paper to print newsletters, resources for parents to prepare for college and careers. ECL - To purchase materials for student activities during parent workshops. ECU - Supplies for family reading night and family math night. SME - Reading Night, Literacy Night for Parents, supplies for parent resource center SMN - Reading Night, Literacy Night for Parents, supplies for parent resource center SMU - Parent communication, newsletters, parenting literature, curriculum presentations to introduce parents to technology, curriculum and resources VCL - Parent newsletters, brochures for parents of Tier II/Tier III, Home to School Communication folders for all students, Parent Compacts and parent communication forms, Reading Fair Day, instructions on how to help their child reading fair projects. VCU - Parent Night, Arts/Crafts informational materials, Pi Party, Newsletters, Parent Breakfasts, AR Night and parent communication flyer **2. If funds are reserved for the district level (10% or less of the required set aside), describe how the funds will be used to implement at least one of the activities list below:** **• Supporting schools & nonprofit organizations in providing professional development for district & school personnel regarding family and community engagement strategies.** **• Supporting programs that reach family and community members at home, in the community and at school.** **• Disseminating information on best practices focused on increasing the engagement of economically disadvantaged family and community members.** **• Collaborating with community-based or other organizations or employers with a record of success in improving and increasing family and community engagement.** **• Engaging in other activities and strategies that the district determines are appropriate and consistent with the LEA family and community engagement policy.** **Sec. 1116(a)(3)(D)**	16,975.63

The Jackson County school district will disseminate information digitally via the JCSD Federal Programs website for parents to peruse weekly. The website will house daily critical academic success information with parents and families that are easily digestible messages to boost student achievement with E-Tips per year covering critical topics, including reading, math, respect, resilience, responsibility, organization, motivation and more.	
Additional Family and Community Engagement for Public Schools: **1. Please describe how the LEA will distribute this set-aside to its Title I schools with priority to high needs schools such as CSI, TSI, ATSI, Persistently Dangerous, etc. Also, describe the services provided for Family and Community Engagement. Sec. 1116(a)(3)(C)** **2. If funds will be used at the district level, describe how the funds will be used to implement at least one of the following activities:** **• Supporting schools & nonprofit organizations in providing professional development for district & school personnel regarding family and community engagement strategies.** **• Supporting programs that reach family and community members at home, in the community and at school.** **• Disseminating information on best practices focused on increasing the engagement of economically disadvantaged family and community members.** **• Collaborating with community-based or other organizations or employers with a record of success in improving and increasing family and community engagement.** **• Engaging in other activities and strategies that the district determines are appropriate and consistent with the LEA family and community engagement policy.**	
Preschool Programs: **1. If the LEA chooses to set-aside Title I money at the district level for preschool, please describe how the LEA plans to use these funds to provide high-quality preschool to eligible students. (for example, describing students to be served, programming offered, staffing, materials, etc.)**	
English Learners (EL): **1. Describe the planned use of Title I, Part A funds and how it is supplemental to the programs, services, and supports that EL students must receive and/or are eligible to receive from other state and federal sources.** We will serve all of our EL student population by providing instructional tutorial services through a part-time EL coordinator, one full-time EL teacher, and two part-time EL teachers, who will work with these students to become English proficient. We will ensure that these educational professionals are supplied with needed materials to ensure student academic progress and English Language acquisition. The JCSD EL tutors and EL Coordinator must travel throughout the district to provide quality interventions and tutoring to ensure the acquisition of the English language. Travel reimbursement, technological resources, and supplies are all required to support the JCSD EL program.	240,724.04

Indirect Cost:	
Other: **1. If making an optional district-level reservation not listed above, please describe how the LEA plans to use these funds (for example, describing programming offered, students to be served, staffing, materials, etc.) to support all Title I served schools.**	
Other: **1. If making an optional district-level reservation not listed above, please describe how the LEA plans to use these funds (for example, describing programming offered, students to be served, staffing, materials, etc.) to support all Title I served schools.**	
Other: **1. If making an optional district-level reservation not listed above, please describe how the LEA plans to use these funds (for example, describing programming offered, students to be served, staffing, materials, etc.) to support all Title I served schools.**	
Other: **1. If making an optional district-level reservation not listed above, please describe how the LEA plans to use these funds (for example, describing programming offered, students to be served, staffing, materials, etc.) to support all Title I served schools.**	

Set Asides for Services to Students in Non-Public/Private Schools	Amount
Non-Public Private Schools Instructional Funds:	27,801.28
Non-Public Private Schools Parent & Family Engagement: For LEAs receiving over $500,000 in Title I allocations: • (1% of your Title I allocation) X (your K-12 non-public low-income enrollment / your K-12 total low-income enrollment) is $280.82. Enter this amount as the required non-public family engagement set-aside.	280.82
Total:	297,567.20

Allocation Amounts		Amount
Title I-A Regular Allocation (Includes funds transferred in)		1,725,645.00
Additional funds	+	0.00
Total Allocation Amount	$	1,725,645.00

School Allocations		Amount
Total Allocation Amount		1,725,645.00
Subtract Total Set Asides	-	297,567.20
Total Amount Contributed to Consolidated Cost Pool	-	189,820.00
Total Amount reserved for District Administration (maximum 20%) (if not using Consolidated Cost Pool)	-	0.00
Total Available for School Allocations	$	1,238,257.80

Per Pupil Amount (PPA) for 100% Factor		Amount
Total Available for School Allocations		1,238,257.80
Divide by total number of low-income students in Title I served public schools	÷	2,418.00
100% Factor	x	1.00
FINAL PPA	$	512.10

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A
School/Attendance Area Allocation

Average Per Pupil Amount (PPA) $ 512.10

School/ Attendance Area	Sort Order	Poverty Factor	Poverty %	# of Public Low Income Students	PPA Per Low Income Student	Total PPA Amount E X F	Parent and Family Engagement	Total G + H
A	B	C	D	E	F	G	H	I
ST MARTIN N ELEMENTARY SCHOOL	1	FRLP (Free and Reduced Lunch)	71.65	390	512.10	199,719.00	2,400.00	202,119.00
ST MARTIN UPPER ELEMENTARY	2	FRLP (Free and Reduced Lunch)	65.33	381	512.10	195,110.10	2,400.00	197,510.10
VANCLEAVE UPPER ELEMENTARY	3	FRLP (Free and Reduced Lunch)	60.61	199	512.10	101,907.90	2,400.00	104,307.90
EAST CENTRAL LOWER ELEMENTARY	4	FRLP (Free and Reduced Lunch)	58.49	333	512.10	170,529.30	2,400.00	172,929.30
VANCLEAVE LOWER ELEMENTARY	5	FRLP (Free and Reduced Lunch)	58.18	399	512.10	204,327.90	2,400.00	206,727.90
ST MARTIN EAST ELEMENTARY SCHOOL	6	FRLP (Free and Reduced Lunch)	58.07	401	512.10	205,352.10	2,400.00	207,752.10
EAST CENTRAL UPPER ELEMENTARY	7	FRLP (Free and Reduced Lunch)	56.35	315	512.10	161,311.50	2,400.00	163,711.50
		Total Low Income		2,418.00	**Total Allocations**	1,238,257.80	16,800.00	1,255,057.80
					Remaining	0.00		

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

Indirect Cost	
Total Contributing to Indirect Cost	$1,529,475.53
Indirect Cost Rate	2.95%
Maximum Allowed for Indirect Cost	$43,826.64

Function Code	Total
1105 - Pre-Kindergarten Programs	$0.00
1110 - Kindergarten Programs	$0.00
1120 - Elementary Programs	$617,185.63
1130 - Middle School Programs	$0.00
1140 - High School Programs	$0.00
1142 - Career & Technical Education Programs	$0.00
1191-1195 - Other Regular Programs	$0.00
1196 - E-Learning Programs	$0.00
1197-1199 - Other Regular Programs	$0.00
1210 - Gifted Education Programs	$0.00
1220 - Special Education Programs	$0.00
1230 - Alternative School Programs	$0.00
1240 - Juvenile Detention Center Programs	$0.00
1250 - Title I Programs	$0.00
1260 - After School Programs	$0.00
1270 - Remediation/Extended School Year Programs	$0.00
1280 - Tutorial/Supplemental Educ. Services	$142,881.78
1285 - Drop-out Prevention Programs	$0.00
1290 -1294 - Defined Special Programs	$150,858.83
1295 - Private School Participation	$28,082.10
1296-1299 - Other Special Programs	$0.00
1310-1390 - Adult Continuing Education Programs	$0.00
1410-1420 - Summer School Programs	$0.00

1910 - Athletic Activities		$0.00
1920 - Student Activities		$0.00
1930-1990 - Other Instructional Programs		$0.00
2110-2119 - Attendance & Social Work Svs.		$0.00
2120-2129 - Guidance Services		$0.00
2130-2139 - Health Services		$0.00
2140-2149 - Psychological Services		$0.00
2150-2159 - Speech Pathology and Audiology Services		$0.00
2160 - School Resource Officer (Not Security/Police)		$0.00
2190 - Other Support Services - Students		$553,453.24
2210-2219 - Improvement of Instruction Services		$26,387.79
2220-2229 - Educational Media Services		$0.00
2240 - Academic Student Assessments		$0.00
2290 - Other Support Services-Instructional Staff		$0.00
2330 - Special Area Administration Services		$0.00
2410 - Office of the Principal Services		$0.00
2490 - Other Support Services-School Administration		$0.00
2510-2590 - Business Services		$0.00
2610-2690 - Operation and Maintenance		$0.00
2710-2790 - Student Transportation Services		$0.00
2810-2849 - Central Support Services		$0.00
3100 - Food Service Operations		$0.00
3300 - Community Services Operations		$0.00
3900-3949 - Other Non-instructional Services		$16,975.63
7110 - Indirect Costs Transfers Out		$0.00
7120 - Other Transfers Out		$0.00
	Total	$1,535,825.00
	Adjusted Allocation	$1,535,825.00
	Remaining	$0.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

1120 - Elementary Programs - $617,185.63

Budget Detail		Narrative Description
Function Code:	1120 - Elementary Programs	Salaries for 6 full time paraprofessionals for remedial instruction (6 HC, 6 FTE)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:		
Reform Strategy:	Provide additional assistance to st...	
Use of Funds:	Salary	
Identified Need:	Instructional Assistant	
Data Source:	State Assessments	
Location Code:	VANCLEAVE LOWER ELEMENTARY (3000026)	
Quantity:	1.00	
Cost:	$93,393.55	
Line Item Total:	$93,393.55	
Function Code:	1120 - Elementary Programs	Salaries for 6 full-time paraprofessionals for remedial instruction (6 HC, 6 FTE)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:	ATSI	
Reform Strategy:	Provide additional assistance to st...	
Use of Funds:	Salary	
Identified Need:	Instructional Assistant Intervention Personnel	

Data Source: State Assessments	
Location Code: ST MARTIN UPPER ELEMENTARY (3000013)	
Quantity: 1.00	
Cost: $81,446.28	
Line Item Total: $81,446.28	
Function Code: 1120 - Elementary Programs	Salaries for 4 paraprofessionals for remedial instruction (4HC, 4FTE)
Object Code: 100-199 - Employee Salaries	
Set Asides:	
School Improvement: ATSI	
Reform Strategy: Provide additional assistance to st...	
Use of Funds: Salary	
Identified Need: Instructional Assistant	
Data Source: State Assessments	
Location Code: ST MARTIN EAST ELEMENTARY SCHOOL (3000014)	
Quantity: 1.00	
Cost: $64,767.89	
Line Item Total: $64,767.89	
Function Code: 1120 - Elementary Programs	Salaries for 3 full-time paraprofessionals for remedial instruction (3 HC, 3 FTE)
Object Code: 100-199 - Employee Salaries	
Set Asides:	
School Improvement:	
Reform Strategy: Provide additional assistance to st...	

Use of Funds: Salary **Identified Need:** Instructional Assistant **Data Source:** Enrollment Numbers **Location Code:** ST MARTIN N ELEMENTARY SCHOOL (3000010) **Quantity:** 1.00 **Cost:** $55,385.32 **Line Item Total:** $55,385.32	
Function Code: 1120 - Elementary Programs **Object Code:** 100-199 - Employee Salaries **Set Asides:** **School Improvement:** **Reform Strategy:** Provide additional assistance to st... **Use of Funds:** Salary **Identified Need:** Instructional Assistant **Data Source:** State Assessments **Location Code:** EAST CENTRAL LOWER ELEMENTARY (3000022) **Quantity:** 1.00 **Cost:** $52,313.98 **Line Item Total:** $52,313.98	Salaries for 3 full-time paraprofessionals for remedial instruction (3 HC, 3 FTE)
Function Code: 1120 - Elementary Programs **Object Code:** 100-199 - Employee Salaries **Set Asides:** **School**	Salary for 2 paraprofessionals for remedial instruction (2 HC, 2 FTE)

Improvement:	
Reform Strategy:	Provide additional assistance to st...
Use of Funds:	Salary
Identified Need:	Instructional Assistant
Data Source:	District Assessments
Location Code:	EAST CENTRAL UPPER ELEMENTARY (3000002)
Quantity:	1.00
Cost:	$47,603.27
Line Item Total:	$47,603.27

Function Code:	1120 - Elementary Programs
Object Code:	100-199 - Employee Salaries
Set Asides:	
School Improvement:	
Reform Strategy:	Provide additional assistance to st...
Use of Funds:	Salary
Identified Need:	Instructional Assistant
Data Source:	State Assessments
Location Code:	VANCLEAVE UPPER ELEMENTARY (3000016)
Quantity:	1.00
Cost:	$15,376.68
Line Item Total:	$15,376.68

Salaries for 2 full-time paraprofessional for remedial instruction (2 HC, 2 FTE)

Function Code:	1120 - Elementary Programs

Benefits for 6 full-time paraprofessionals for remedial instruction (6 HC, 6 FTE)

Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	ATSI
Reform Strategy:	Provide additional assistance to st...
Use of Funds:	Benefits
Identified Need:	Instructional Assistant Intervention Personnel
Data Source:	State Assessments
Location Code:	ST MARTIN UPPER ELEMENTARY (3000013)
Quantity:	1.00
Cost:	$41,518.35
Line Item Total:	$41,518.35

Function Code:	1120 - Elementary Programs
Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Provide additional assistance to st...
Use of Funds:	Benefits
Identified Need:	Instructional Assistant
Data Source:	State Assessments
Location Code:	VANCLEAVE LOWER ELEMENTARY (3000026)
Quantity:	1.00
Cost:	$40,594.31

Benefits for 6 full time paraprofessionals for remedial instruction (6 HC, 6 FTE)

Line Item Total:	$40,594.31	
Function Code:	1120 - Elementary Programs	Benefits for 3 full-time paraprofessionals for remedial instruction (3 HC, 3 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:		
Reform Strategy:	Provide additional assistance to st...	
Use of Funds:	Benefits	
Identified Need:	Instructional Assistant	
Data Source:	Enrollment Numbers	
Location Code:	ST MARTIN N ELEMENTARY SCHOOL (3000010)	
Quantity:	1.00	
Cost:	$29,937.94	
Line Item Total:	$29,937.94	
Function Code:	1120 - Elementary Programs	Benefits for 3 full-time paraprofessionals for remedial instruction (3 HC, 3 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:		
Reform Strategy:	Provide additional assistance to st...	
Use of Funds:	Benefits	
Identified Need:	Instructional Assistant	
Data Source:	State Assessments	
Location Code:	EAST CENTRAL LOWER ELEMENTARY (3000022)	

Quantity:	1.00	
Cost:	$29,282.40	
Line Item Total:	$29,282.40	
Function Code:	1120 - Elementary Programs	Benefits for 2 paraprofessionals for remedial instruction (2 HC, 2 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:		
Reform Strategy:	Provide professional development fo...	
Use of Funds:	Benefits	
Identified Need:	Instructional Assistant	
Data Source:	District Assessments	
Location Code:	EAST CENTRAL UPPER ELEMENTARY (3000002)	
Quantity:	1.00	
Cost:	$22,985.62	
Line Item Total:	$22,985.62	
Function Code:	1120 - Elementary Programs	Benefits for 4 paraprofessionals for remedial instruction (4HC, 4FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:	ATSI	
Reform Strategy:	Provide additional assistance to st...	
Use of Funds:	Benefits	
Identified Need:	Instructional Assistant	
Data Source:		

678

	State Assessments
Location Code:	ST MARTIN EAST ELEMENTARY SCHOOL (3000014)
Quantity:	1.00
Cost:	$20,856.00
Line Item Total:	$20,856.00

Function Code:	1120 - Elementary Programs
Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Provide additional assistance to st...
Use of Funds:	Benefits
Identified Need:	Instructional Assistant
Data Source:	State Assessments
Location Code:	VANCLEAVE UPPER ELEMENTARY (3000016)
Quantity:	1.00
Cost:	$10,643.17
Line Item Total:	$10,643.17

Benefits for 2 full-time paraprofessionals for remedial instruction (2 HC, 2 FTE)

Function Code:	1120 - Elementary Programs
Object Code:	600-699 - Supplies
Set Asides:	
School Improvement:	
Reform Strategy:	Provide additional assistance to st...
Use of Funds:	

Instructional supplies and materials

	Instructional Materials/Supplies
Identified Need:	Instructional Supplies
Data Source:	Enrollment Numbers
Location Code:	ST MARTIN N ELEMENTARY SCHOOL (3000010)
Quantity:	1.00
Cost:	$5,000.00
Line Item Total:	$5,000.00

Function Code:	1120 - Elementary Programs
Object Code:	600-699 - Supplies
Set Asides:	
School Improvement:	
Reform Strategy:	Coordinate programs with ESSA.
Use of Funds:	Instructional Materials/Supplies
Identified Need:	Instructional Supplies
Data Source:	District Assessments
Location Code:	EAST CENTRAL LOWER ELEMENTARY (3000022)
Quantity:	1.00
Cost:	$1,080.87
Line Item Total:	$1,080.87

Instructional supplies and materials

Function Code:	1120 - Elementary Programs
Object Code:	700-799 - Property
Set Asides:	
School	

Instructional technology and materials

Improvement:	
Reform Strategy:	Provide additional assistance to st...
Use of Funds:	Technology Supplies
Identified Need:	Technology
Data Source:	District Assessments
Location Code:	ST MARTIN N ELEMENTARY SCHOOL (3000010)
Quantity:	1.00
Cost:	$5,000.00
Line Item Total:	$5,000.00

Total for 1120 - Elementary Programs:	$617,185.63
Total for all other Function Codes:	$918,639.37
Total for all Function Codes:	$1,535,825.00
Adjusted Allocation:	$1,535,825.00
Remaining:	$0.00

681

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

1280 - Tutorial/Supplemental Educ. Services - $142,881.78

Budget Detail		Narrative Description
Function Code:	1280 - Tutorial/Supplemental Educ. Services	Salary for 1 full-time at-risk interventionist (1 HC, 1 FTE)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:		
Reform Strategy:	Provide additional assistance to st...	
Use of Funds:	Salary	
Identified Need:	Intervention Personnel	
Data Source:	District Assessments	
Location Code:	ST MARTIN EAST ELEMENTARY SCHOOL (3000014)	
Quantity:	1.00	
Cost:	$40,395.98	
Line Item Total:	$40,395.98	
Function Code:	1280 - Tutorial/Supplemental Educ. Services	Salaries for 2 PT tutors (2 HC, 1 FTE)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:		
Reform Strategy:	Provide additional assistance to st...	
Use of Funds:	Salary	
Identified Need:	Instructional Assistant	

Data Source:	District Assessments
Location Code:	ST MARTIN N ELEMENTARY SCHOOL (3000010)
Quantity:	1.00
Cost:	$22,379.00
Line Item Total:	$22,379.00

Function Code:	1280 - Tutorial/Supplemental Educ. Services
Object Code:	100-199 - Employee Salaries
Set Asides:	
School Improvement:	
Reform Strategy:	Ensure instruction by properly cert...
Use of Funds:	Salary
Identified Need:	Intervention Personnel
Data Source:	District Assessments
Location Code:	EAST CENTRAL LOWER ELEMENTARY (3000022)
Quantity:	1.00
Cost:	$16,464.00
Line Item Total:	$16,464.00

Salary for 3 part-time certified day tutor (3 HC, 1.5 FTE)

Function Code:	1280 - Tutorial/Supplemental Educ. Services
Object Code:	100-199 - Employee Salaries
Set Asides:	
School Improvement:	
Reform Strategy:	Recruit and retain highly effective...
Use of Funds:	

Salary for 2 part time certified day tutor (2 HC, 1 FTE)

	Salary	
Identified Need:	Intervention Personnel	
Data Source:	District Assessments	
Location Code:	EAST CENTRAL UPPER ELEMENTARY (3000002)	
Quantity:	1.00	
Cost:	$13,464.39	
Line Item Total:	$13,464.39	
Function Code:	1280 - Tutorial/Supplemental Educ. Services	Salary for 2 part-time tutor (2 HC, FTE 1)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:		
Reform Strategy:	Ensure instruction by properly cert...	
Use of Funds:	Salary	
Identified Need:	Intervention Personnel	
Data Source:	District Assessments	
Location Code:	VANCLEAVE LOWER ELEMENTARY (3000026)	
Quantity:	1.00	
Cost:	$10,037.00	
Line Item Total:	$10,037.00	
Function Code:	1280 - Tutorial/Supplemental Educ. Services	2 part-time tutors salaries (HC-2; FTE-1)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School		

Improvement:	
Reform Strategy:	Provide opportunities to meet chall...
Use of Funds:	Salary
Identified Need:	Intervention Personnel
Data Source:	State Assessments
Location Code:	VANCLEAVE UPPER ELEMENTARY (3000016)
Quantity:	1.00
Cost:	$6,007.83
Line Item Total:	$6,007.83

Function Code:	1280 - Tutorial/Supplemental Educ. Services
Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Provide additional assistance to st...
Use of Funds:	Salary
Identified Need:	Intervention Personnel
Data Source:	District Assessments
Location Code:	ST MARTIN EAST ELEMENTARY SCHOOL (3000014)
Quantity:	1.00
Cost:	$15,657.17
Line Item Total:	$15,657.17

Benefits for 1 full-time at-risk interventionist (1 HC, 1 FTE)

Function Code:	1280 - Tutorial/Supplemental Educ. Services

Benefits for 2 Part-time tutors (2 HC, 1 FTE)

Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Provide additional assistance to st...
Use of Funds:	Benefits
Identified Need:	Instructional Assistant
Data Source:	District Assessments
Location Code:	ST MARTIN N ELEMENTARY SCHOOL (3000010)
Quantity:	1.00
Cost:	$6,919.00
Line Item Total:	$6,919.00

Function Code:	1280 - Tutorial/Supplemental Educ. Services
Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Provide additional assistance to st...
Use of Funds:	Benefits
Identified Need:	Instructional Assistant
Data Source:	State Assessments
Location Code:	EAST CENTRAL LOWER ELEMENTARY (3000022)
Quantity:	1.00
Cost:	$3,838.65
Line Item	$3,838.65

Benefits for 3 part-time certified day tutor (3 HC, 1.5 FTE)

Total:		
Function Code:	1280 - Tutorial/Supplemental Educ. Services	Benefits for 2 part-time certified tutors (1 HC, 1 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:		
Reform Strategy:	Recruit and retain highly effective...	
Use of Funds:	Benefits	
Identified Need:	Intervention Personnel	
Data Source:	District Assessments	
Location Code:	EAST CENTRAL UPPER ELEMENTARY (3000002)	
Quantity:	1.00	
Cost:	$3,589.42	
Line Item Total:	$3,589.42	
Function Code:	1280 - Tutorial/Supplemental Educ. Services	2 part-time tutors benefits (HC-2; FTE-1)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:		
Reform Strategy:		
Use of Funds:	Benefits	
Identified Need:	Intervention Personnel	
Data Source:	State Assessments	
Location Code:	VANCLEAVE UPPER ELEMENTARY (3000016)	
Quantity:	1.00	

Cost:	$2,139.00
Line Item Total:	$2,139.00

Function Code:	1280 - Tutorial/Supplemental Educ. Services
Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Ensure instruction by properly cert...
Use of Funds:	Benefits
Identified Need:	Intervention Personnel
Data Source:	District Assessments
Location Code:	VANCLEAVE LOWER ELEMENTARY (3000026)
Quantity:	1.00
Cost:	$1,990.34
Line Item Total:	$1,990.34

Benefits for 2 part-time tutor (2 HC, 1 FTE)

Total for 1280 - Tutorial/Supplemental Educ. Services:	$142,881.78
Total for all other Function Codes:	$1,392,943.22
Total for all Function Codes:	$1,535,825.00
Adjusted Allocation:	$1,535,825.00
Remaining:	$0.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

1290 -1294 - Defined Special Programs - $150,858.83

Budget Detail		Narrative Description
Function Code:	1290 -1294 - Defined Special Programs	Salaries for 1 full-time EL Teacher and 2 part-time EL Tutor and Translator (Certified) (3 HC, FTE 2)
Object Code:	100-199 - Employee Salaries	
Set Asides:	English Learners (EL)	
School Improvement:		
Reform Strategy:		
Use of Funds:	Salary	
Identified Need:		
Data Source:	District Assessments	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$97,637.94	
Line Item Total:	$97,637.94	
Function Code:	1290 -1294 - Defined Special Programs	Benefits for 1 full-time EL Teacher and 2 part-time EL Tutor and Translator (Certified) (3 HC, 2 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:	English Learners (EL)	
School Improvement:		
Reform Strategy:		
Use of Funds:	Benefits	
Identified Need:		

Data Source: District Assessments **Location Code:** JACKSON CO SCHOOL DIST (3000) **Quantity:** 1.00 **Cost:** $35,636.42 **Line Item Total:** $35,636.42	
Function Code: 1290 -1294 - Defined Special Programs **Object Code:** 500-599 - Other Purchased Services **Set Asides:** English Learners (EL) **School Improvement:** **Reform Strategy:** Coordinate programs with ESSA. **Use of Funds:** Software/Site Licenses **Identified Need:** Instructional Supplies **Data Source:** District Assessments **Location Code:** JACKSON CO SCHOOL DIST (3000) **Quantity:** 1.00 **Cost:** $14,560.00 **Line Item Total:** $14,560.00	Instructional web-based site license for EL students
Function Code: 1290 -1294 - Defined Special Programs **Object Code:** 600-699 - Supplies **Set Asides:** Homeless **School Improvement:** **Reform Strategy:**	Homeless Instructional Supplies

Use of Funds:	Instructional Materials/Supplies
Identified Need:	
Data Source:	
Location Code:	JACKSON CO SCHOOL DIST (3000)
Quantity:	1.00
Cost:	$1,675.00
Line Item Total:	$1,675.00

Function Code:	1290 -1294 - Defined Special Programs
Object Code:	700-799 - Property
Set Asides:	English Learners (EL)
School Improvement:	
Reform Strategy:	69
Use of Funds:	Technology Hardware, Technology Supplies
Identified Need:	
Data Source:	
Location Code:	JACKSON CO SCHOOL DIST (3000)
Quantity:	1.00
Cost:	$1,349.47
Line Item Total:	$1,349.47

Technology support for EL students

Total for 1290 -1294 - Defined Special Programs:	$150,858.83
Total for all other Function Codes:	$1,384,966.17
Total for all Function Codes:	$1,535,825.00
Adjusted Allocation:	$1,535,825.00

Remaining:	$0.00

692

Budget Detail

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

1295 - Private School Participation - $28,082.10

Budget Detail		Narrative Description
Function Code:	1295 - Private School Participation	PRIVATE SCHOOL REQ'D SET ASIDE
Object Code:	500-599 - Other Purchased Services	
Set Asides:	Non-public Equitable Service	
School Improvement:		
Reform Strategy:	Coordinate programs with ESSA.	
Use of Funds:		
Identified Need:		
Data Source:		
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$27,801.28	
Line Item Total:	$27,801.28	
Function Code:	1295 - Private School Participation	PRIVATE SCHOOL REQ'D SET ASIDE FOR PFE
Object Code:	500-599 - Other Purchased Services	
Set Asides:	Non-public Equitable Service	
School Improvement:		
Reform Strategy:	Coordinate programs with ESSA.	
Use of Funds:		
Identified Need:		
Data Source:		

693

Location Code:	JACKSON CO SCHOOL DIST (3000)
Quantity:	1.00
Cost:	$280.82
Line Item Total:	$280.82

Total for 1295 - Private School Participation:	$28,082.10
Total for all other Function Codes:	$1,507,742.90
Total for all Function Codes:	$1,535,825.00
Adjusted Allocation:	$1,535,825.00
Remaining:	$0.00

694

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

2190 - Other Support Services - Students - $553,453.24

Budget Detail		Narrative Description
Function Code:	2190 - Other Support Services - Students	Salary for 1 part-time EL Coordinator (1 HC, .50 FTE)
Object Code:	100-199 - Employee Salaries	
Set Asides:	English Learners (EL)	
School Improvement:		
Reform Strategy:	Coordinate programs with ESSA.	
Use of Funds:	Salary	
Identified Need:	Other	
Data Source:	District Assessments	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$67,020.00	
Line Item Total:	$67,020.00	
Function Code:	2190 - Other Support Services - Students	Salary for 1 TST interventionist (1 HC, FTE 1)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:		
Reform Strategy:	Recruit and retain highly effective...	
Use of Funds:	Salary	
Identified Need:	Intervention Personnel	

Data Source:	District Assessments	
Location Code:	EAST CENTRAL UPPER ELEMENTARY (3000002)	
Quantity:	1.00	
Cost:	$53,210.24	
Line Item Total:	$53,210.24	
Function Code:	2190 - Other Support Services - Students	Salary for 1 TST Interventionist (1 HC, 1 FTE)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:		
Reform Strategy:	Recruit and retain highly effective...	
Use of Funds:	Salary	
Identified Need:	Intervention Personnel	
Data Source:	District Assessments	
Location Code:	EAST CENTRAL LOWER ELEMENTARY (3000022)	
Quantity:	1.00	
Cost:	$52,441.73	
Line Item Total:	$52,441.73	
Function Code:	2190 - Other Support Services - Students	Salary for 1 TST interventionist (1 HC, FTE 1)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:		
Reform Strategy:	Coordinate programs with ESSA.	
Use of Funds:		

	Salary	
Identified Need:	Intervention Personnel	
Data Source:	District Assessments	
Location Code:	ST MARTIN UPPER ELEMENTARY (3000013)	
Quantity:	1.00	
Cost:	$52,441.65	
Line Item Total:	$52,441.65	
Function Code:	2190 - Other Support Services - Students	Salary for 1 TST interventionist (1 HC, FTE 1)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:		
Reform Strategy:		
Use of Funds:	Salary	
Identified Need:	Intervention Personnel	
Data Source:	District Assessments	
Location Code:	VANCLEAVE UPPER ELEMENTARY (3000016)	
Quantity:	1.00	
Cost:	$48,953.34	
Line Item Total:	$48,953.34	
Function Code:	2190 - Other Support Services - Students	Salary for 1 TST interventionist (1 HC, FTE 1)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School		

Improvement:		
Reform Strategy:	Recruit and retain highly effective...	
Use of Funds:	Salary	
Identified Need:	Intervention Personnel	
Data Source:	District Assessments	
Location Code:	VANCLEAVE LOWER ELEMENTARY (3000026)	
Quantity:	1.00	
Cost:	$45,266.65	
Line Item Total:	$45,266.65	
Function Code:	2190 - Other Support Services - Students	Salary for 1 TST interventionist (1 HC, FTE 1)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:		
Reform Strategy:	Recruit and retain highly effective...	
Use of Funds:	Salary	
Identified Need:	Intervention Personnel	
Data Source:	District Assessments	
Location Code:	ST MARTIN EAST ELEMENTARY SCHOOL (3000014)	
Quantity:	1.00	
Cost:	$45,077.22	
Line Item Total:	$45,077.22	
Function Code:	2190 - Other Support Services - Students	Salary for 1 TST interventionist (1 HC, FTE 1)

Object Code:	100-199 - Employee Salaries
Set Asides:	
School Improvement:	
Reform Strategy:	Coordinate programs with ESSA.
Use of Funds:	Salary
Identified Need:	Intervention Personnel
Data Source:	District Assessments
Location Code:	ST MARTIN N ELEMENTARY SCHOOL (3000010)
Quantity:	1.00
Cost:	$40,891.68
Line Item Total:	$40,891.68

669

Function Code:	2190 - Other Support Services - Students
Object Code:	100-199 - Employee Salaries
Set Asides:	Homeless
School Improvement:	
Reform Strategy:	
Use of Funds:	Salary
Identified Need:	
Data Source:	
Location Code:	JACKSON CO SCHOOL DIST (3000)
Quantity:	1.00
Cost:	$8,937.06
Line Item	$8,937.06

Homeless Liaison salary (1 HC, .25 FTE)

Total:	
Function Code:	2190 - Other Support Services - Students
Object Code:	200-299 - Employee Benefits
Set Asides:	English Learners (EL)
School Improvement:	
Reform Strategy:	Coordinate programs with ESSA.
Use of Funds:	Benefits
Identified Need:	Other
Data Source:	District Assessments
Location Code:	JACKSON CO SCHOOL DIST (3000)
Quantity:	1.00
Cost:	$22,720.21
Line Item Total:	$22,720.21

Benefits for 1 part-time EL Coordinator (1 HC, .50 FTE)

Function Code:	2190 - Other Support Services - Students
Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Recruit and retain highly effective...
Use of Funds:	Benefits
Identified Need:	Intervention Personnel
Data Source:	District Assessments
Location Code:	EAST CENTRAL UPPER ELEMENTARY (3000002)

Benefits for 1 TST interventionist (1 HC, 1 FTE)

Quantity:	1.00	
Cost:	$19,246.06	
Line Item Total:	$19,246.06	
Function Code:	2190 - Other Support Services - Students	Benefits for 1 TST interventionist (1 HC, 1 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:		
Reform Strategy:	Coordinate programs with ESSA.	
Use of Funds:	Benefits	
Identified Need:	Intervention Personnel	
Data Source:	District Assessments	
Location Code:	ST MARTIN UPPER ELEMENTARY (3000013)	
Quantity:	1.00	
Cost:	$18,441.22	
Line Item Total:	$18,441.22	
Function Code:	2190 - Other Support Services - Students	Benefits for 1 TST interventionist (1 HC, 1 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:		
Reform Strategy:	Recruit and retain highly effective...	
Use of Funds:	Benefits	
Identified Need:	Intervention Personnel	
Data Source:		

	District Assessments
Location Code:	VANCLEAVE UPPER ELEMENTARY (3000016)
Quantity:	1.00
Cost:	$17,645.74
Line Item Total:	$17,645.74

Function Code:	2190 - Other Support Services - Students
Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Recruit and retain highly effective...
Use of Funds:	Benefits
Identified Need:	Intervention Personnel
Data Source:	District Assessments
Location Code:	ST MARTIN EAST ELEMENTARY SCHOOL (3000014)
Quantity:	1.00
Cost:	$17,388.87
Line Item Total:	$17,388.87

Benefits for 1 TST interventionist (1 HC, 1 FTE)

Function Code:	2190 - Other Support Services - Students
Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Coordinate programs with ESSA.
Use of Funds:	

Benefits for 1 TST interventionist (1 HC, 1 FTE)

	Benefits
Identified Need:	Intervention Personnel
Data Source:	District Assessments
Location Code:	ST MARTIN N ELEMENTARY SCHOOL (3000010)
Quantity:	1.00
Cost:	$15,960.65
Line Item Total:	$15,960.65

Function Code:	2190 - Other Support Services - Students
Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Recruit and retain highly effective...
Use of Funds:	Benefits
Identified Need:	Intervention Personnel
Data Source:	District Assessments
Location Code:	EAST CENTRAL LOWER ELEMENTARY (3000022)
Quantity:	1.00
Cost:	$13,807.67
Line Item Total:	$13,807.67

Benefits for 1 TST Interventionist (1 HC, 1 FTE)

Function Code:	2190 - Other Support Services - Students
Object Code:	200-299 - Employee Benefits
Set Asides:	
School	

Benefits for 1 TST interventionist (1 HC, 1 FTE)

Improvement:		
Reform Strategy:	Recruit and retain highly effective...	
Use of Funds:	Benefits	
Identified Need:	Intervention Personnel	
Data Source:	District Assessments	
Location Code:	VANCLEAVE LOWER ELEMENTARY (3000026)	
Quantity:	1.00	
Cost:	$11,829.88	
Line Item Total:	$11,829.88	
Function Code:	2190 - Other Support Services - Students	Homeless Liaison benefits (1 HC, .25 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:	Homeless	
School Improvement:		
Reform Strategy:		
Use of Funds:	Benefits	
Identified Need:		
Data Source:		
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$1,173.37	
Line Item Total:	$1,173.37	
Function Code:	2190 - Other Support Services - Students	Travel for EL department and EL staff to attend conferences

704

Object Code:	500-599 - Other Purchased Services
Set Asides:	English Learners (EL)
School Improvement:	
Reform Strategy:	Provide professional development fo...
Use of Funds:	Registration, Meals, Hotel, and/or ... Transportation
Identified Need:	Professional Development
Data Source:	District Assessments
Location Code:	JACKSON CO SCHOOL DIST (3000)
Quantity:	1.00
Cost:	$500.00
Line Item Total:	$500.00

705

Function Code:	2190 - Other Support Services - Students
Object Code:	800-899 - Other Objects
Set Asides:	English Learners (EL)
School Improvement:	
Reform Strategy:	
Use of Funds:	Registration, Meals, Hotel, and/or ...
Identified Need:	
Data Source:	
Location Code:	JACKSON CO SCHOOL DIST (3000)
Quantity:	1.00
Cost:	

EL Coordinator Registration fees

	$500.00	
Line Item Total:	$500.00	

Total for 2190 - Other Support Services - Students:	$553,453.24
Total for all other Function Codes:	$982,371.76
Total for all Function Codes:	$1,535,825.00
Adjusted Allocation:	$1,535,825.00
Remaining:	$0.00

706

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

2210-2219 - Improvement of Instruction Services - $26,387.79

Budget Detail		Narrative Description
Function Code:	2210-2219 - Improvement of Instruction Services	Local Title I facilitator supplement salary (1 HC, .5 FTE)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:		
Reform Strategy:	Coordinate programs with ESSA.	
Use of Funds:	Stipend	
Identified Need:	Staff Incentive	
Data Source:	District Assessments	
Location Code:	EAST CENTRAL UPPER ELEMENTARY (3000002)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	
Function Code:	2210-2219 - Improvement of Instruction Services	Local Title I Facilitator supplement salary (1 HC, .5 FTE)
Object Code:	100-199 - Employee Salaries	
Set Asides:		
School Improvement:		
Reform Strategy:	Coordinate programs with ESSA.	
Use of Funds:	Stipend	
Identified Need:	Staff Incentive	

Data Source: District Assessments	
Location Code: ST MARTIN N ELEMENTARY SCHOOL (3000010)	
Quantity: 1.00	
Cost: $1,000.00	
Line Item Total: $1,000.00	
Function Code: 2210-2219 - Improvement of Instruction Services	Local Title I facilitator supplement salary (1 HC, .5 FTE)
Object Code: 100-199 - Employee Salaries	
Set Asides:	
School Improvement:	
Reform Strategy: Coordinate programs with ESSA.	
Use of Funds: Stipend	
Identified Need: Staff Incentive	
Data Source: District Assessments	
Location Code: ST MARTIN UPPER ELEMENTARY (3000013)	
Quantity: 1.00	
Cost: $1,000.00	
Line Item Total: $1,000.00	
Function Code: 2210-2219 - Improvement of Instruction Services	Local Title I Facilitator supplement salary (1 HC, .5 FTE)
Object Code: 100-199 - Employee Salaries	
Set Asides:	
School Improvement:	
Reform Strategy: Coordinate programs with ESSA.	
Use of Funds:	

Stipend	
Identified Need: Staff Incentive	
Data Source: District Assessments	
Location Code: ST MARTIN EAST ELEMENTARY SCHOOL (3000014)	
Quantity: 1.00	
Cost: $1,000.00	
Line Item Total: $1,000.00	
Function Code: 2210-2219 - Improvement of Instruction Services	Local Title I facilitator supplement salary (1 HC, .5 FTE)
Object Code: 100-199 - Employee Salaries	
Set Asides:	
School Improvement:	
Reform Strategy: Coordinate programs with ESSA.	
Use of Funds: Stipend	
Identified Need: Staff Incentive	
Data Source: District Assessments	
Location Code: EAST CENTRAL LOWER ELEMENTARY (3000022)	
Quantity: 1.00	
Cost: $1,000.00	
Line Item Total: $1,000.00	
Function Code: 2210-2219 - Improvement of Instruction Services	Local Title I Facilitator supplement salary (1 HC, .5 FTE)
Object Code: 100-199 - Employee Salaries	
Set Asides:	
School	

Improvement:	
Reform Strategy:	Coordinate programs with ESSA.
Use of Funds:	Stipend
Identified Need:	Staff Incentive
Data Source:	District Assessments
Location Code:	VANCLEAVE LOWER ELEMENTARY (3000026)
Quantity:	1.00
Cost:	$999.02
Line Item Total:	$999.02

Function Code:	2210-2219 - Improvement of Instruction Services
Object Code:	100-199 - Employee Salaries
Set Asides:	
School Improvement:	
Reform Strategy:	Coordinate programs with ESSA.
Use of Funds:	Stipend
Identified Need:	Staff Incentive
Data Source:	District Assessments
Location Code:	VANCLEAVE UPPER ELEMENTARY (3000016)
Quantity:	1.00
Cost:	$943.76
Line Item Total:	$943.76

Local Title I facilitator supplement salary (1 HC, .5 FTE)

Function Code:	2210-2219 - Improvement of Instruction Services

Local Title I facilitator supplement benefits (1 HC, .5 FTE)

Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Coordinate programs with ESSA.
Use of Funds:	Stipend
Identified Need:	Staff Incentive
Data Source:	District Assessments
Location Code:	EAST CENTRAL LOWER ELEMENTARY (3000022)
Quantity:	1.00
Cost:	$300.00
Line Item Total:	$300.00

Function Code:	2210-2219 - Improvement of Instruction Services
Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Coordinate programs with ESSA.
Use of Funds:	Stipend
Identified Need:	Staff Incentive
Data Source:	District Assessments
Location Code:	ST MARTIN UPPER ELEMENTARY (3000013)
Quantity:	1.00
Cost:	$262.60
Line Item	$262.60

Local Title I facilitator supplement benefits (1 HC, .5 FTE)

Total:		
Function Code:	2210-2219 - Improvement of Instruction Services	Local Title I facilitator supplement benefits (1 HC, .5 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:		
Reform Strategy:	Coordinate programs with ESSA.	
Use of Funds:	Stipend	
Identified Need:	Staff Incentive	
Data Source:	District Assessments	
Location Code:	ST MARTIN N ELEMENTARY SCHOOL (3000010)	
Quantity:	1.00	
Cost:	$262.35	
Line Item Total:	$262.35	
Function Code:	2210-2219 - Improvement of Instruction Services	Local Title I Facilitator supplement benefits (1 HC, .5 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:		
Reform Strategy:	Coordinate programs with ESSA.	
Use of Funds:	Stipend	
Identified Need:	Staff Incentive	
Data Source:	District Assessments	
Location Code:	VANCLEAVE LOWER ELEMENTARY (3000026)	
Quantity:	1.00	

Cost:	$217.15	
Line Item Total:	$217.15	
Function Code:	2210-2219 - Improvement of Instruction Services	Local Title I facilitator supplement benefits (1 HC, .5 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:		
Reform Strategy:	Coordinate programs with ESSA.	
Use of Funds:	Benefits	
Identified Need:	Staff Incentive	
Data Source:	District Assessments	
Location Code:	EAST CENTRAL UPPER ELEMENTARY (3000002)	
Quantity:	1.00	
Cost:	$212.50	
Line Item Total:	$212.50	
Function Code:	2210-2219 - Improvement of Instruction Services	Local Title I Facilitator supplement benefits (1 HC, .5 FTE)
Object Code:	200-299 - Employee Benefits	
Set Asides:		
School Improvement:		
Reform Strategy:	Coordinate programs with ESSA.	
Use of Funds:	Stipend	
Identified Need:	Staff Incentive	
Data Source:	District Assessments	

Location Code:	ST MARTIN EAST ELEMENTARY SCHOOL (3000014)
Quantity:	1.00
Cost:	$208.97
Line Item Total:	$208.97

Function Code:	2210-2219 - Improvement of Instruction Services
Object Code:	200-299 - Employee Benefits
Set Asides:	
School Improvement:	
Reform Strategy:	Coordinate programs with ESSA.
Use of Funds:	Stipend
Identified Need:	Staff Incentive
Data Source:	District Assessments
Location Code:	VANCLEAVE UPPER ELEMENTARY (3000016)
Quantity:	1.00
Cost:	$198.38
Line Item Total:	$198.38

Local Title I facilitator supplement benefits (1 HC, .5 FTE)

Function Code:	2210-2219 - Improvement of Instruction Services
Object Code:	300-399 - Prof Services
Set Asides:	English Learners (EL)
School Improvement:	
Reform Strategy:	Provide professional development fo...
Use of Funds:	PFE - Professional development for ...

Onsite Professional Development of EL staff and PD as it relates to EL software

Identified Need:	Professional Development
Data Source:	District Assessments
Location Code:	JACKSON CO SCHOOL DIST (3000)
Quantity:	1.00
Cost:	$800.00
Line Item Total:	$800.00

Function Code:	2210-2219 - Improvement of Instruction Services
Object Code:	500-599 - Other Purchased Services
Set Asides:	
School Improvement:	
Reform Strategy:	Provide professional development fo...
Use of Funds:	Registration, Meals, Hotel, and/or ...
Identified Need:	Professional Development
Data Source:	District Assessments
Location Code:	ST MARTIN N ELEMENTARY SCHOOL (3000010)
Quantity:	1.00
Cost:	$12,983.06
Line Item Total:	$12,983.06

Travel expenses for off-site conferences and trainings

Function Code:	2210-2219 - Improvement of Instruction Services
Object Code:	800-899 - Other Objects
Set Asides:	
School Improvement:	
Reform	

Registration fees for off-site conferences and trainings

Strategy:	Provide professional development fo...
Use of Funds:	Registration, Meals, Hotel, and/or ...
Identified Need:	Professional Development
Data Source:	District Assessments
Location Code:	ST MARTIN N ELEMENTARY SCHOOL (3000010)
Quantity:	1.00
Cost:	$4,000.00
Line Item Total:	$4,000.00

Total for 2210-2219 - Improvement of Instruction Services:	$26,387.79
Total for all other Function Codes:	$1,509,437.21
Total for all Function Codes:	$1,535,825.00
Adjusted Allocation:	$1,535,825.00
Remaining:	$0.00

716

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

3900-3949 - Other Non-instructional Services - $16,975.63

Budget Detail		Narrative Description
Function Code:	3900-3949 - Other Non-instructional Services	Parent communication forms/folders
Object Code:	600-699 - Supplies	
Set Asides:	Required Parent and Family Engageme...	
School Improvement:		
Reform Strategy:	Provide meaningful parent/family en...	
Use of Funds:	PFE - Dissemination of information ...	
Identified Need:	Parent/Family Engagement	
Data Source:		
Location Code:	EAST CENTRAL UPPER ELEMENTARY (3000002)	
Quantity:	1.00	
Cost:	$2,400.00	
Line Item Total:	$2,400.00	
Function Code:	3900-3949 - Other Non-instructional Services	Home/School Communications and Planners/Cards
Object Code:	600-699 - Supplies	
Set Asides:	Required Parent and Family Engageme...	
School Improvement:		
Reform Strategy:	Provide meaningful parent/family en...	
Use of Funds:	PFE - Dissemination of information ...	
Identified Need:	Parent/Family Engagement	

Data Source:	
Location Code: ST MARTIN N ELEMENTARY SCHOOL (3000010)	
Quantity: 1.00	
Cost: $2,400.00	
Line Item Total: $2,400.00	
Function Code: 3900-3949 - Other Non-instructional Services	Parent communication- supplies, newsletters, calendars, folders, and literature for distribution
Object Code: 600-699 - Supplies	
Set Asides: Required Parent and Family Engageme...	
School Improvement:	
Reform Strategy: Provide meaningful parent/family en...	
Use of Funds: PFE - Dissemination of information ...	
Identified Need: Parent/Family Engagement	
Data Source:	
Location Code: ST MARTIN UPPER ELEMENTARY (3000013)	
Quantity: 1.00	
Cost: $2,400.00	
Line Item Total: $2,400.00	
Function Code: 3900-3949 - Other Non-instructional Services	Material/Supplies needed for Literacy/STEM nights, communication between school and home, and after hour activities of the arts. Supplies such as flash cards, sight words, and other literacy building items.
Object Code: 600-699 - Supplies	
Set Asides: Required Parent and Family Engageme...	
School Improvement:	
Reform Strategy: Provide meaningful parent/family en...	
Use of Funds:	

	PFE - Dissemination of information ...
Identified Need:	Parent/Family Engagement
Data Source:	
Location Code:	ST MARTIN EAST ELEMENTARY SCHOOL (3000014)
Quantity:	1.00
Cost:	$2,400.00
Line Item Total:	$2,400.00

Function Code:	3900-3949 - Other Non-instructional Services
Object Code:	600-699 - Supplies
Set Asides:	Required Parent and Family Engageme...
School Improvement:	
Reform Strategy:	Provide meaningful parent/family en...
Use of Funds:	PFE - Dissemination of information ...
Identified Need:	Parent/Family Engagement
Data Source:	
Location Code:	VANCLEAVE UPPER ELEMENTARY (3000016)
Quantity:	1.00
Cost:	$2,400.00
Line Item Total:	$2,400.00

Communication folders, teacher planners, student planners, flash cards, and any other supplies needed to aid in the communication between school and home

Function Code:	3900-3949 - Other Non-instructional Services
Object Code:	600-699 - Supplies
Set Asides:	Required Parent and Family Engageme...
School	

Materials for student activities during parent workshops

Improvement:	
Reform Strategy:	Provide meaningful parent/family en...
Use of Funds:	PFE - Dissemination of information ...
Identified Need:	Parent/Family Engagement
Data Source:	
Location Code:	EAST CENTRAL LOWER ELEMENTARY (3000022)
Quantity:	1.00
Cost:	$2,400.00
Line Item Total:	$2,400.00

Function Code:	3900-3949 - Other Non-instructional Services
Object Code:	600-699 - Supplies
Set Asides:	Required Parent and Family Engageme...
720 **School Improvement:**	
Reform Strategy:	Provide meaningful parent/family en...
Use of Funds:	PFE - Dissemination of information ...
Identified Need:	Parent/Family Engagement
Data Source:	
Location Code:	VANCLEAVE LOWER ELEMENTARY (3000026)
Quantity:	1.00
Cost:	$2,400.00
Line Item Total:	$2,400.00

Family Nights including, but not limited to the subjects of, Reading, Math, homework, STEAM, and study skills; newsletters, parent communication forms, parent compacts, parent resources, brochures, and folders

Function Code:	3900-3949 - Other Non-instructional Services
Object Code:	600-699 - Supplies

Informational flyers/pamphlets for Title parents, Improve comprehension of academic language for parents through homework language book and other resources/materials to promote parent family engagement throughout the district.

Set Asides:	Required Parent and Family Engageme...
School Improvement:	
Reform Strategy:	Provide meaningful parent/family en...
Use of Funds:	PFE - Dissemination of information ...
Identified Need:	Parent/Family Engagement
Data Source:	
Location Code:	JACKSON CO SCHOOL DIST (3000)
Quantity:	1.00
Cost:	$175.63
Line Item Total:	$175.63

Total for 3900-3949 - Other Non-instructional Services:	$16,975.63
Total for all other Function Codes:	$1,518,849.37
Total for all Function Codes:	$1,535,825.00
Adjusted Allocation:	$1,535,825.00
Remaining:	$0.00

721

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

Indirect Cost	
Total Contributing to Indirect Cost	$1,529,475.53
Indirect Cost Rate	2.95%
Maximum Allowed for Indirect Cost	$43,826.64

Filter by Location: All - $1,535,825.00

[Download Data]

Function Code / Object Code	1120 - Elementary Programs	1280 - Tutorial/Supplemental Educ. Services	1290 -1294 - Defined Special Programs	1295 - Private School Participation	2190 - Other Support Services - Students	2210-2219 - Improvement of Instruction Services	3900-3949 - Other Non-instructional Services	Total
100-199 - Employee Salaries	410,286.97	108,748.20	97,637.94	0.00	414,239.57	6,942.78	0.00	1,037,855.46
200-299 - Employee Benefits	195,817.79	34,133.58	35,636.42	0.00	138,213.67	1,661.95	0.00	405,463.41
300-399 - Prof Services	0.00	0.00	0.00	0.00	0.00	800.00	0.00	800.00
500-599 - Other Purchased Services	0.00	0.00	14,560.00	28,082.10	500.00	12,983.06	0.00	56,125.16
600-699 - Supplies	6,080.87	0.00	1,675.00	0.00	0.00	0.00	16,975.63	24,731.50
700-799 - Property	5,000.00	0.00	1,349.47	0.00	0.00	0.00	0.00	6,349.47
800-899 - Other Objects	0.00	0.00	0.00	0.00	500.00	4,000.00	0.00	4,500.00
Total	617,185.63	142,881.78	150,858.83	28,082.10	553,453.24	26,387.79	16,975.63	1,535,825.00

Function Code / Object Code	1120 - Elementary Programs	1280 - Tutorial/Supplemental Educ. Services	1290 -1294 - Defined Special Programs	1295 - Private School Participation	2190 - Other Support Services - Students	2210-2219 - Improvement of Instruction Services	3900-3949 - Other Non-instructional Services	Total
							Adjusted Allocation	1,535,825.00
							Remaining	0.00
723								

Program Details

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

Program Guidance:

http://www2.ed.gov/programs/titleiparta/index.html

Administration (reasonable and necessary)

Provide a summary of how the Title I program is administered and which funds support these activities/personnel (Title I admin, consolidated admin (cost pool), local funds, etc.)

JCSD will fund 50% of the Federal Programs Director salary out of state and local funds, and the other half of the director's salary will come out of the Title programs. This percentage covers time spent training counselors on how to better serve students who are homeless and in foster care, overseeing the EL program, and coordinating all Title programs within the district. The Director also maintains funds from Title I homeless, District, and Community donations to ensure the physical and academic goals are met for all students who are homeless and keeps a record of all students who are homeless for reporting purposes. 100% of the Federal Programs Coordinator & 100% of the Federal Grant Accountant is paid from all Title funds which is organized in the Consolidated Cost pool.

Schools "Skipped" in Rank Order

For any school not served with Title I-A funds (marked as "skip school" on the School Eligibility page), please indicate the amount and source of state or local supplemental funds that are used to provide services to low-achieving students in lieu of the funds that would have been provided by Title I-A.

School Name	State Provided Funding Source	Amount
		$

Explain why the school(s) are being skipped.

Evidence-Based Action Plan for Schools Identified as Comprehensive, Targeted, and Additional Targeted Support and Improvement

Any School identified as Comprehensive, Targeted, or Additional Targeted Support and Improvement must set aside a minimum of 20% of the school's Title I, Part A Allocation for Evidence-Based interventions. Complete the table below and provide the domain practice, the action that will be implemented to improve outcomes, evidence level, position responsible and the cost for each proposed activity.

School Name	Domain Practice	What action is being taken to improve outcomes?	Evidence Level	Position Responsible: What position will monitor implementation of the action step?	Describe "Other" if selected in the drop down	Amount
ST MARTIN EAST ELEMENTARY SCHOOL - 3000014	Practice 3.2 Provide rigorous evidence-based instruction	Will provide interventions/tutoring	Strong	School Administrator		$
ST MARTIN UPPER ELEMENTARY - 3000013	Practice 3.2 Provide rigorous evidence-based instruction	Will provide interventions/tutoring	Strong	School Administrator		$

Funding Coordination - Check all funding sources that are being coordinated with Title I-A funding as described in the district plan:

Title II, Part A-Teacher and Principal Training and Recruitment ☐ Yes ☑ N/A	Title III, Part A-English Language ☐ Yes ☑ N/A
Title V, Part B, Subpart 2-Rural and Low Income Schools ☐ Yes ☑ N/A	Title X, Part C-McKinney-Vento Homeless Assistance ☐ Yes ☑ N/A
IDEA The Individuals with Disabilities Act ☐ Yes ☑ N/A	Title IV, 21st Century Community Learning Centers ☐ Yes ☑ N/A
The Carl D. Perkins Vocational Technical Education Act of 1998 ☐ Yes ☑ N/A	Title IV, Part A Student Supports and Academic Enrichment ☑ Yes ☐ N/A

Educational Services - In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, the district plan describes how the LEA will coordinate and integrate Title

l services with the following educational services:

Head Start ☐ Yes ☑ N/A	Other preschool programs ☐ Yes ☑ N/A
Services for neglected or delinquent youth ☐ Yes ☑ N/A	Services for youth at risk of dropping out ☐ Yes ☑ N/A
Services for children with limited English proficiency ☑ Yes ☐ N/A	Services for immigrant children ☐ Yes ☑ N/A
Services for homeless children and youth ☑ 67 Yes - ☐ N/A Enter student population (required if yes)	Services for migratory and formerly migrant ☐ Yes - Enter student population (required if yes) ☑ N/A

725

Preschool Service Details

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

☑ **N/A**

Preschool Counts (Title and Non-Title)

School Name	Total Number of Students Enrolled in this Preschool	Total Number of Low-Income Students Enrolled in this Preschool	Percent of Students from Low-Income families	Schoolwide (SW) or Targeted Assistance (TA)
			0.00 %	Select...
Total	0	0		

Survey Questions:

1. How many four-year-old classrooms do you have in operation at your school?

726	a. Title I only classrooms
	b. Blended Head Start classrooms
	c. Locally-funded classrooms
	d. State-funded (collaborative) classrooms
	e. Tuition-based classrooms
	f. Outside-funded classrooms
	g. Self-contained special education classrooms
0	Total number of classrooms

2. What is the length of your preschool day?
Select...

3. What screeners and assessments are you using with your early childhood classrooms? Please list.

4. Do your early childhood classrooms use a classroom quality measure (i.e., CLASS, ECERS, ELLCO)?
Select...

If yes, please list.

5. What type of degree does your Pre-K teacher hold?

- a. Bachelor's degree
- b. Master's degree
- c. Other

6. What type of degree does your Pre-K assistant hold?

- a. High School plus Work Keys
- b. Associate's degree
- c. Other

7. What is the name of the curriculum you are using? Please list.

8. Do you currently provide your parents with feedback on the developmental progress of your child?

Select...

9. What type of report do you provide? Please describe.

- a. Progress report
- b. Developmental checklist
- c. Competency checklist
- d. Report card
- e. Other

10. What is the frequency of your reports?

11. With whom do you currently collaborate?

- a. IHL/CJC programs
- b. Mississippi Building Blocks
- c. Head Start
- d. Excel by 5
- e. Licensed private providers
- f. Non-licensed, in-home providers
- g. Other

12. In what types of ways do you currently collaborate? Check all that apply.

- [ ] a. Professional development
- [ ] b. Kindergarten transition day
- [ ] c. Other visits
- [ ] d. Sharing of materials and information
- [ ] e. Aligned report card/checklist
- [ ] f. Other

13. What types of professional development do you provide the early childhood staff? Please list.

14. What types of professional development do the early childhood staff need?

15. Is there room in your facility to expand the number of four-year-old classrooms?

Select...

16. What MDE supports could strengthen your early childhood program, either at the local or state level?

728

Student Eligibility for Schools Implementing Targeted Assistance Programs

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

☑ **N/A**

1. Pre-school - Grade 2: (Developmentally appropriate measures must be used to determine at-risk students for Public Schools.)

Targeted Assistance Program		Data Source	Description
Regular Year	Summer		
☐	☐	Select...	

2. Grades 3 - 12: Data source used to determine at-risk students for Public Schools.

Targeted Assistance Program		Data Source	Description
Regular Year	Summer		
☐	☐	Select...	

Title III English Learners Notice of Intent

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

Please select the appropriate option:

- ○ The LEA is not eligible for Title III sub-grant funding due to an insufficient English Learner enrollment
- ○ The LEA intends to apply for Title III sub-grant funding
- ◉ The LEA intends to decline Title III sub-grant funding

☑ My district is declining Title III funds

Please provide an explanation of the decision to decline Title III funds.

The Jackson County School district will use the district set aside to allocate a portion of Title I funds for EL services.

Note: This notice assists the MDE in determining the final Title III program award. An intent to apply indicates that the LEA will accept supplemental funding for the Title III English Language Acquisition Program.

730

Plan Relationships

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

LEA Plan Funding Summary - ALL funds must support a goal.

Grant	Allocation	Funding Sources (View Item Numbers)				Remaining
		1.) Improving Student Achievement in ELA and Mathematics	2.) Improving Reading/Language Arts	3.) Highly Qualified Teachers-Professional Development	Total	
Title I-A	$1,535,825.00	$1,282,378.95	$235,662.99	$17,783.06	$1,535,825.00	$0.00
Total	$1,535,825.00	$1,282,378.95	$235,662.99	$17,783.06	$1,535,825.00	$0.00

Related LEA Plan Action Steps ( )

G 1) Improving Student Achievement in ELA and Mathematics

S 1.1) Prevention/intervention (ELA & Mathematics)

AS 1.1.1) Provide mathematical supplementation, intervention, and tutoring to students who are struggling in core subject areas of reading and mathematics. (JACKSON CO SCHOOL DIST)

Description:

East Central Upper Elementary, Vancleave Lower Elementary, St. Martin North Elementary, St. Martin East Elementary, Vancleave Upper Elementary, St. Martin Upper Elementary, and East Central Lower Elementary, along with a district set aside, will use Title I funds to pay all or a portion of salaries/benefits for school-level instructional interventionists and paraprofessionals who will work with students and teachers in the areas of remediation and/or interventions for students struggling in core academic subjects.

Benchmark Indicator:

Increase student achievement in math and reading by 3% scoring proficient or above for all students as evidenced on the 2025-2026 MAAP in grades K-5.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL Coordinator Salary & Benefits	$89,740.21
	Title I-A	Private school requirement	$28,082.10
	Title I-A	TA Salaries and benefits	$606,104.76
	Title I-A	TST interventionist salary & benefits	$452,602.60
	Title I-A	At-Risk Interventionist salary and benefits	$56,053.15
		Total	$1,232,582.82

AS 1.1.2) Instructional and educational materials will support instructional efforts of all students and effective instruction. (JACKSON CO SCHOOL DIST)

Description:

Title I funds will be used to purchase supplemental instructional and educational materials used to fully support all students in the MS curriculum and develop effective instruction as evidenced by an A rating for the Jackson County School District based on the 2025-2026 school year. School and district level funds will be used to support instruction via purchases through a variety of vendors and suppliers. Software, manipulatives, instructional supports and motivational speaker will be purchased to help all students better understand mathematical and ELA concepts as evidenced by an increase of 3% on the mathematical and ELA portion of the MAAP in grades K-5.

Benchmark Indicator:

Increased student achievement in the area of mathematics as evidenced by an increase of 3% on the mathematical portion of the MAAP in grades K-5.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Instructional Supplies and Materials	$6,080.87

S 1.2) Technology hardware and software are needed to enhance learning.

AS 1.2.1) Technology equipment and instructional software to increase student achievement and parent communication. (JACKSON CO SCHOOL DIST)

Description:

Local schools will purchase technology equipment and instructional software to increase student achievement and parent communication.

Benchmark Indicator:

Increased student achievement in English/Language Arts and mathematics by 3% for all student subgroups on the MAAP in the 2025-2026 school year.

Person Responsible:

School Principal

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Technology equipment (SMNE)	$5,000.00
	Title I-A	EL Technology equipment	$1,349.47
		Total	$6,349.47

S 1.3) Safety and Security of Students

AS 1.3.1) Security efforts to enhance prevention, identification, and intervention as a means of ensuring a safe, drug-free environment for the student population. (JACKSON CO SCHOOL DIST)

Description:

District Title funds will fund basic personal hygiene kits, uniforms, and educational supplies for those students who meet the criteria of homeless. Tutorial services will also be offered. Additionally, Title funds will help provide safe and healthy students by helping decrease the use of drugs among students in our schools. The safe and healthy funds will purchase vaping, mental health, bullying, and violence prevention materials, software, and supplies.

Benchmark Indicator:

Increased student achievement and increased growth by 3% in all students and subgroups on the MAAP for the 2025-2026 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Homeless Instructional Supplies	$1,675.00
	Title I-A	Homeless Liaison salary and benefits	$10,110.43
		Total	$11,785.43

S 1.4) District Assessment, Data Collection, & Analysis

AS 1.4.2) Support for Schoolwide Title I Plan Implementation (JACKSON CO SCHOOL DIST)

Description:

The Local School Title I facilitator will target specific academic deficits of students using disaggregated results from the needs assessment process done through a collection of data and surveys. Additionally, he or she will support the Title I program needs within the local school.

Benchmark Indicator:

Increased student achievement and growth by 3% in all core academic areas and student subgroups on the MAAP for the 2025-2026 school year.

Person Responsible:

Local School Title I Facilitator

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Local School Title I Facilitator Salary/Benefits	$8,604.73

S 1.5) Increase Family Education and Involvement (Reading & Mathematics)

AS 1.5.1) Parent Involvement Activities (JACKSON CO SCHOOL DIST)

Description:

School and district Title funds will be used to provide presenters for parent workshops, supplies for family reading nights, math nights, parent communication mediums, supplies for reading fair workshops, home access to educational software, and other resources for parents. The district funds will be used to involve parents in the decision-making process and strategic planning of the district, which includes SMART goals for the 2025-2026.

Benchmark Indicator:

The district will increase student achievement in all core academic areas for all subgroups as measured by the MAAP taken during the 2025-2026 school year by 3%.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Parental Involvement supplies	$16,975.63

G 2) Improving Reading/Language Arts

S 2.1) Prevention/intervention (Reading/Language Arts)

AS 2.1.1) Provide tutoring and interventions to students. (JACKSON CO SCHOOL DIST)

Description:

East Central Upper Elementary, Vancleave Lower Elementary, St. Martin North Elementary, St. Martin East Elementary, Vancleave Upper Elementary, St. Martin Upper Elementary, and East Central Lower Elementary use Title I funds to pay all or a portion of the salaries/benefits for school-level TST Interventionists, Tutors, and/or Paraprofessionals that will work with students and teachers in the areas of remediation and/or interventions for students struggling in core academic subjects.

Benchmark Indicator:

Increased student achievement in English/Language Arts and mathematics by 3% for all student subgroups on the MAAP in the 2025-2026 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Tutor Salaries and benefits	$86,828.63

AS 2.1.2) Address teaching and learning needs related to academic problems of low achieving students, specifically English learners. (JACKSON CO SCHOOL DIST)

Description:

Target specific academic deficits of students using disaggregated results from the needs assessment process.

Benchmark Indicator:

Increased student achievement in reading and language arts by 3% for all EL student subgroups on the MAAP in the 2025-2026 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL instructional software and supplies	$14,560.00

AS 2.1.3) Address teaching and learning needs related to academic problems of low achieving students, specifically English Learners. (JACKSON CO SCHOOL DIST)

Description:

Students who meet the criteria as English Learner will receive support from an EL Coordinator and EL teacher/tutor. The district will use Title I funds to help fund additional salaries and benefits for an EL Coordinator and EL teacher/tutor. Also, EL student and instructional supplies will be funded with district Title I funds. This will include software, picture dictionaries, and license renewals and other instructional supplies.

Benchmark Indicator:

Increased student achievement for EL students on all state assessments by 3%.

Person Responsible:

EL Coordinator

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL local travel and registration fees	$1,000.00
	Title I-A	EL staff salaries & benefit	$133,274.36

Total	$134,274.36

G 3) Highly Qualified Teachers- Professional Development

S 3.1) High quality professional development of instructional staff

AS 3.1.1) Professional Development Opportunities will enhance teacher capabilities. (JACKSON CO SCHOOL DIST)

Description:

District and school level Title I, II, and IV funds will be used to fund high-quality, scientifically research-based professional development opportunities. Examples are teacher and principal training by Assistant Superintendent of Curriculum and Instruction, Curriculum Specialist, Educational Technology Specialist, and on-site PD provided by other vendors. Additionally, teachers may participate in specialized off-campus educational conferences/trainings. Teachers who will participate in these trainings will focus on improving instruction and learning for all students as well as closing all achievement gaps in the 2025-2026 school year.

Benchmark Indicator:

Teachers will increase effective instruction and will be measured by student achievement in math and English/language arts on the MAAP for the 2025-2026 school year with an increase of 3%.

Person Responsible:

School Principals/District

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL onsite PD and PD for new software	$800.00
	Title I-A	SMNE Off site PD travel and registration fees	$16,983.06
	Title IV-A	Offsite PD for counselors	$6,000.00
	Title IV-A	Onsite & Virtual PD for counselors	$48,706.00
		Total	$72,489.06

School Plan Funding Summary - ALL funds must support a goal.

Grant	Allocation	Funding Sources (View Item Numbers)	Total	Remaining
Total	$0.00		$0.00	$0.00

Related School Plan Action Steps ( )

Program Assurances

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title I-A

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for Title I-A, including those outlined below.**

1.	Ensure that migratory children and formerly migratory children who are eligible to receive Title I service are selected to receive services on the same basis as other children selected to receive Title I services. Sec. 1112(c)(1)
2.	Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding Title I services. Sec. 1112(c)(2)
3.	Participate, if selected in the National Assessment of Education Progress in reading and mathematics in grades 4 and 8. Sec. 1112(c)(3)
4.	Coordinate and integrate services with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program. Sec. 1112(c)(4)
5.	Collaborate with the state or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency. Sec. 1112(c)(5)(A)
6.	Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall: (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if- (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation. (II) the local educational agency agrees to pay for the cost of such transportation; or (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation. Sec. 1112(c)(5)(B)
7.	Ensure that all teachers and paraprofessionals working a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Sec. 1112(c)(6)
8.	Ensure that services to provide early childhood education services to low-income children below the age of compulsory school attendance comply with performance standards established under 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). Sec. 1112(c)(7)
9.	Each local educational agency shall develop procedures for compliance and maintain records that are updated biennially documenting comparability. Sec. 1118(c)(3)
10.	Demonstrate that the methodology used to allocate state and local funds to each school receiving Title I funds ensures that such schools receive all of the state and local funds it would otherwise receive if it were not receiving Title I funds. Sec. 1118(b)(2)
11.	Conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in Title I programs with meaningful consultation with parents. Sec. 1116(a)(1)
12.	Jointly develop with, agree on with, and distribute to, parents and family members of Title I participating children a written parent and family engagement policy. Sec. 1116(a)(2)

735

13.	Involve parents and family members of Title I participating children in the decisions regarding how funds reserved for parent and family engagement are allotted for parental involvement activities. Sec. 1116(a)(3)(B)
14.	Notify parents of students attending Title I school at the beginning of each school year of the parents' right to request and receive in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (i) whether the student's teacher-(I)has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and (III) is teaching in the field of discipline of the certification of the teacher; (ii) whether the child is provided services by paraprofessionals and their qualifications. Sec. 1112(e)(1)(A)
15.	Provide to each individual parent of a child in a Title I school, information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under this part; and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. Sec. 1112(e)(1)(B)
16.	Notify, by the beginning of each school year, parents of students attending Title I schools of their right to request and receive in a timely manner, information regarding any state or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the state or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable. Sec. 1112(e)(2)(A)
17.	Post on the local educational agency's website and, where practicable, on the website of each school serviced by the local educational agency, for each grade served by the local educational agency, information on each assessment required by the state to comply with section 1111, other assessments required by the state, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including: (i) subject matter to be assessed; (ii) purpose for which the assessment is designed and used; (iii) the source of the requirement for the assessment; and (iv) where such information is available. Sec. 1112(e)(2)(B)
18.	Each school the local educational agency proposes to serve with Title I, Part A funding only to supplement the funds that would, in the absence of such Federal Funds, be made available from State and local sources for the education of students participating in programs assisted with Title I, Part A funds, and not to supplant such funds. Sec. 1118(b)(1)
19.	Demonstrate compliance with Section 1118(b)(1), within two years of the enactment of the Every Student Succeeds Act, through a methodology used to allocate state and local funds to each school receiving Title I funds to ensure that each school receives all of the state and local funds it would otherwise receive if it were not receiving Title I funds. Sec. 1118(b)(2)
20.	Maintain the local educational agency's fiscal effort in accordance with Section 8521. Sec. 1118(a)
21.	If a local educational agency receives funds under Title I, Part A, it must ensure that State and local funds used in schools served under Title I, Part A to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I, Part A funds by a grade-span or school-by-school basis. Sec 1118(c)(1)(A) and Sec. 1118(c)(1)(C).
22.	If a local educational agency is serving all of the LEA's schools under Title I, Part A it must ensure that State and local funds are used to provide services that, taken as a whole, are substantially comparable in each school. Sec. 1118(c)(1)(B).
23.	Develop a written assurance that the local education agency has established and implemented an agency-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators and other staff, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Sec. 1118(c)(2)
24.	Each local school district shall be required to develop and publish an annual report as prescribed by the State Board of Education. By November 1 of each year, as prescribed by the State Board of Education, the report shall be published in a newspaper having general circulation in the county and posted on the school district's website in a printable format. The public notice shall include information on the report's availability on the district's website, with the website address, and the location(s) in the school district where a copy of the report can be obtained. Sec. 1111(b)(h)(iii)

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title II-A

District does not have any private schools.

737

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title II-A

Indirect Cost	
Total Contributing to Indirect Cost	$311,863.00
Indirect Cost Rate	2.95%
Maximum Allowed for Indirect Cost	$8,936.33

Function Code	Total
1105 - Pre-Kindergarten Programs	$0.00
1110 - Kindergarten Programs	$0.00
1120 - Elementary Programs	$0.00
1130 - Middle School Programs	$0.00
1140 - High School Programs	$0.00
1142 - Career & Technical Education Programs	$0.00
1191-1195 - Other Regular Programs	$0.00
1196 - E-Learning Programs	$0.00
1197-1199 - Other Regular Programs	$0.00
1210 - Gifted Education Programs	$0.00
1220 - Special Education Programs	$0.00
1230 - Alternative School Programs	$0.00
1250 - Title I Programs	$0.00
1260 - After School Programs	$0.00
1270 - Remediation/Extended School Year Programs	$0.00
1280 - Tutorial/Supplemental Educ. Services	$0.00
1285 - Drop-out Prevention Programs	$0.00
1290 -1294 - Defined Special Programs	$0.00
1295 - Private School Participation	$0.00
1296-1299 - Other Special Programs	$0.00
1310-1390 - Adult Continuing Education Programs	$0.00
1410-1420 - Summer School Programs	$0.00
1910 - Athletic Activities	$0.00

1920 - Student Activities		$0.00
1930-1990 - Other Instructional Programs		$0.00
2110-2119 - Attendance & Social Work Svs.		$0.00
2120-2129 - Guidance Services		$0.00
2130-2139 - Health Services		$0.00
2140-2149 - Psychological Services		$0.00
2150-2159 - Speech Pathology and Audiology Services		$0.00
2160 - School Resource Officer (Not Security/Police)		$0.00
2190 - Other Support Services - Students		$0.00
2210-2219 - Improvement of Instruction Services		$311,863.00
2220-2229 - Educational Media Services		$0.00
2240 - Academic Student Assessments		$0.00
2290 - Other Support Services-Instructional Staff		$0.00
2330 - Special Area Administration Services		$0.00
2510-2590 - Business Services		$0.00
2610-2690 - Operation and Maintenance		$0.00
2710-2790 - Student Transportation Services		$0.00
2810-2849 - Central Support Services		$0.00
3100 - Food Service Operations		$0.00
3300 - Community Services Operations		$0.00
3900-3949 - Other Non-instructional Services		$0.00
7110 - Indirect Costs Transfers Out		$0.00
7120 - Other Transfers Out		$0.00
	Total	$311,863.00
	Adjusted Allocation	$311,863.00
	Remaining	$0.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title II-A

2210-2219 - Improvement of Instruction Services - $311,863.00

Budget Detail		Narrative Description
Function Code:	2210-2219 - Improvement of Instruction Services	Salaries for 3 Curriculum Specialists (3 HC, 3 FTE) and 2 Educational Technology Specialists (2 HC, .85 FTE)
Object Code:	100-199 - Employee Salaries	
Reform Strategy:	Evaluation and Support System	
Use of Funds:	Other - Other	
Identified Need:	Improvement of instructional skills...	
Data Source:	District Assessments	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$263,000.00	
Line Item Total:	$263,000.00	
Function Code:	2210-2219 - Improvement of Instruction Services	Benefits for 3 Curriculum Specialists (3 HC, 3 FTE) and 2 Educational Technology Specialists (2 HC, .85 FTE)
Object Code:	200-299 - Employee Benefits	
Reform Strategy:	Evaluation and Support System	
Use of Funds:	Other - Other	
Identified Need:	Improvement of instructional skills...	
Data Source:	District Assessments	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$48,863.00	

740

Line Item Total:	$48,863.00		
		Total for 2210-2219 - Improvement of Instruction Services:	$311,863.00
		Total for all other Function Codes:	$0.00
		Total for all Function Codes:	$311,863.00
		Adjusted Allocation:	$311,863.00
		Remaining:	$0.00

741

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title II-A

Indirect Cost	
Total Contributing to Indirect Cost	$311,863.00
Indirect Cost Rate	2.95%
Maximum Allowed for Indirect Cost	$8,936.33

Filter by Location: All - $311,863.00

[Download Data]

Object Code	Function Code 2210-2219 - Improvement of Instruction Services	Total
100-199 - Employee Salaries	263,000.00	263,000.00
200-299 - Employee Benefits	48,863.00	48,863.00
Total	311,863.00	311,863.00
	Adjusted Allocation	311,863.00
	Remaining	0.00

742

Program Details

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title II-A

Describe how Title II, Part A funds will be used to support at least one of the proposed activities listed below. If multiple activities fall within the category, please number the activities.

Proposed Activities - Please check each activity Title II funds support.		Prioritized Need for Activity	Activity Objective	Activity Intended Goal
Public School Activities Sec. 2103(b) and Sec. 2201(b)				
☐	1) **Developing or improving a rigorous, transparent, and fair evaluation and support system.** Sec. 2103(b)(3)(A)			
☐	2) **Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly** in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers. 2103(b)(3)(B)			
☐	3) **Recruiting qualified individuals from other fields** to become teachers, principals, or other school leaders that have records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders. Sec. 2103(b)(3)(C)			
☐	4) **Reducing class size** to a level that is **evidence-based,** to the extent such evidence is reasonably available, to improve student achievement **through the recruiting and hiring of additional effective teachers.** Sec. 2103(b)(3)(D)			
☑	5) Providing high-quality, personalized professional development that is **evidence-based,** to the extent such evidence is reasonably available, **focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders.** Sec. 2103(b)(3)(E)	Our FY26 comprehensive needs assessment survey revealed the need for continued teacher support in building teacher efficacy and capacity in the area of improving student learning. Teachers, principals, and paraprofessionals will have an opportunity to participate in onsite, face-to-face evidence-based training that focuses on improving instruction & increasing student learning.	To increase teacher efficacy and capacity by 25%, which will be demonstrated through an increase in student achievement by 3% on MAAP test.	Increase student achievement by 3% on MAAP test

☐	6) Developing programs and activities that **increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners.** Sec. 2103(b)(3)(F)			
☐	7) **Providing programs and activities to increase the knowledge base on instruction in the early grades and on strategies to measure whether young children are progressing.** Sec. 2103(b)(3)(G)(i)			
☐	8) **Providing programs and activities to increase the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals.** Sec. 2103(b)(3)(G)(ii)			
☑	9) **Providing training, technical assistance, and capacity-building in the school district to assist with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement.** Sec. 2103(b)(3)(H) 744	Our FY26 comprehensive needs assessment survey revealed the need for continued teacher support in building teacher efficacy and capacity in the area of constructing formative and informative assessments and assessing/utilizing data to drive instructional practices. The Director of Curriculum and Curriculum Specialist will ensure that training is provided to increase student equity by working with principals on master scheduling and data analysis. Moreover, the Curriculum Specialist will oversee and guide curriculum selections and ensure that all teachers, principals, and paraprofessionals are provided with instructional training in the creation of meaningful assessments. .	To increase teacher capacity and efficacy by 25%, which will be demonstrated through an increase in student achievement by 3% on MAAP test.	Increase student achievement by 3% on MAAP test
☐	10) **In-service training for school personnel** in the **techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness.** Sec. 2103(b)(3)(I)(i)			
☐	11) **In-service training for school personnel in the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community,** where appropriate. Sec. 2103(b)(3)(I)(ii)			

☐	12) **In-service training for school personnel in forming partnerships between school-based mental health programs and public or private mental health organizations.** Sec. 2103(b)(3)(I)(iii)			
☐	13) **In-service training for school personnel** in **addressing issues related to school conditions for student learning,** such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism. Sec. 2103(b)(3)(I)(iv)			
☐	14) Providing **to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students.** Sec. 2103(b)(3)(J)			
☐	15) **Supporting the instructional services provided by effective school library programs.** Sec. 2103(b)(3)(K)			
☐	16) Providing training for all school personnel **regarding how to prevent and recognize child sexual abuse.** Sec. 2103(b)(3)(L)			
☑	17) Developing and providing **professional development and other comprehensive systems of support** to promote high-quality instruction and instructional leadership **in science, technology, engineering, and mathematics subjects, including computer science.** Sec. 2103(b)(3)(M)	After an annual review of responses regarding teacher efficacy in the area of technology, it was concluded that educational technology specialist will need to continue to provided on-site,specific training in the area of instructional/educational technology and the safe utilization of AI programs. Teacher and student training for the effective use of AI is imperative for the intermingling of AI-based software.	To increase understanding/use of AI and technology curricula by 25%, which will be demonstrated with an increase in student achievement by 3% on MAAP test.	Increase student achievement by 3% on MAAP test
☐	18) **Developing feedback mechanisms to improve school-working conditions.** Sec. 2103(b)(3)(N)			
☐	19) Providing high-quality professional development on **effective strategies to integrate rigorous academic content, career and technical education, and/or work-based learning to help prepare students for postsecondary education and the workforce.** 2103(b)(3)(O)			

☐	20) Carrying out **other activities that are evidence-based** determines that such evidence is reasonably available, and identified by the school district that meet the purpose of Title II, Part A. 2103(b)(3)(P)			
Private School Activities- Sec. 2103(b)				
☐	providing high-quality, personalized professional development that is evidence-based, to the extent reasonably available, that is **focused on improving teaching and student learning and achievement,** including supporting efforts to train teachers, principals, or other school leaders. 2103(b)(3)(E)			

If Class Size Reduction Teachers are being funded, please indicate the placement of Class Size Reduction Teachers in Schools

School	Number of Teachers	Grades/Content Areas

Indicate all the funding sources that are being coordinated with Title II-A to provide professional development activities

	Funding Source	Specify
☑	**Title I**	**We use Title I funding to provide instructional training for elementary principals, teachers, paraprofessionals, interventionists, and other instructional leaders to ensure our Title I schools are reaching their target goals.**
☐	**Title V**	
☐	**Title III**	
☑	**Title IV**	Professional Development will be provided to students and staff to promote safe and healthy schools and well-rounded education initiatives. Moreover, Educational Technology Specialist will provide one-on-one training with educators throughout the district to ensure the successful implementation of all software technologies.
☐	**21st CCLC**	
☑	**District**	**District funds are used to provide many of our professional development opportunities to ensure we are meeting our target academic goals.**

Plan Relationships

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title II-A

LEA Plan Funding Summary - ALL funds must support a goal.

Grant	Allocation	Funding Sources (View Item Numbers)		Remaining
		2.) Improving Reading/Language Arts	Total	
Title II-A	$311,863.00	$311,863.00	$311,863.00	$0.00
Total	$311,863.00	$311,863.00	$311,863.00	$0.00

Related LEA Plan Action Steps ( )

G 2) Improving Reading/Language Arts

S 2.1) Prevention/intervention (Reading/Language Arts)

AS 2.1.4) Administrative and District Support (JACKSON CO SCHOOL DIST)

Description:

Title II funds will be used to fund three Curriculum Specialist at both the elementary and secondary levels and to fund two Educational Technology Specialist to serve schools throughout the district. The Curriculum Specialist, and Educational Technology Specialist will provide support to teachers and principals who lack effectiveness in their instruction and instructional technology, and school leadership. All of the above mentioned Title II personnel will support and mentor new teachers and new principals. They will work with school and grade level PLC's to monitor student progress and determine instructional effectiveness and ensure that teachers know how to utilize technology effectively. These employees will support the district and school initiatives through administrative, instructional, instructional support, and clerical duties.

Benchmark Indicator:

Earn a district rating of an A, which is based on improving student achievement in core academic areas in the 2025-2026 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title II-A	Salaries and benefits for Title II Personnel	$311,863.00
	Title IV-A	Salary and Benefits for Educ Tech Specialists	$18,434.00
		Total	$330,297.00

School Plan Funding Summary - ALL funds must support a goal.

Grant	Allocation	Funding Sources (View Item Numbers)	Remaining
		Total	
Total	$0.00	$0.00	$0.00

Related School Plan Action Steps ( )

Program Assurances

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title II-A

*** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable to the assurances outlined below. The LEA will:**

1. Ensure that funds received shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this grant.

2. Provide the systems of professional growth and improvement for educators. [Sec. 2102(b)(2)(B)]

*** The LEA will:**

a. Comply with section 8501 (regarding participation by private school children and teachers). Sec. 2102(b)(2)(E)
b. Coordinate professional development activities authorized under Title II, Part A with professional development activities provided through other Federal, State, and local programs. Sec. 2102(b)(2)(F)
c. Meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A.
d. Use data and ongoing consultation with stakeholders to continually update and improve activities supported with Title II A funds. Sec. 2102(b)(2)(D)

e. Coordinate the LEA's Title II, Part A activities with other related strategies, programs, and activities being conducted in the community.
f. Prioritize funds to schools within the LEA that are identified as CSI, TSI and/or ATSI schools and have the highest percentage of low-income children. Sec. 2102(b)(2)(C)
g. LEAs utilizing ESEA funds for class size reduction teachers must also retain documentation that the teacher(s) paid with Title II, Part A funds met the effective rating on the MS Professional Growth System for the year funded.
h. Implements the Mississippi Educator's Professional Growth System for all educators within the LEA. Sec. 2102(b)(2)(B)

i. Submit to the Mississippi Department of Education annually (Sec. 2201(b)):

1. A description of how the LEA is using Title II, Part A funds and how such chosen activities improved teacher, principal, or other school leader effectiveness, as determined by the State or local educational agency.
2. If Title II, Part A funds are used to improve equitable access to teachers for low-income and minority students, a description of how funds have been used to improve such access.
3. If Title II, Part A funs are used to implement a teacher, principal, or other school leader evaluation and support system, the LEA will provide the evaluation results of teachers, principals, or other school leaders, except that such information shall not provide personally identifiable information on individual teachers, principals, or other school leaders.
4. The annual retention rates of effective and ineffective teachers, principals, or other school leaders.

j. Title II, Part A funds shall be used to supplement, not supplant, other Federal or State funds available to carry out Title II, Part A activities. Sec. 2301

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

District does not have any private schools.

749

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

Indirect Cost	
Total Contributing to Indirect Cost	$125,140.00
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	$2,453.72

Function Code	Total
1105 - Pre-Kindergarten Programs	$0.00
1110 - Kindergarten Programs	$0.00
1120 - Elementary Programs	$0.00
1130 - Middle School Programs	$0.00
1140 - High School Programs	$46,000.00
1142 - Career & Technical Education Programs	$0.00
1191-1195 - Other Regular Programs	$0.00
1196 - E-Learning Programs	$0.00
1197-1199 - Other Regular Programs	$0.00
1210 - Gifted Education Programs	$0.00
1220 - Special Education Programs	$0.00
1230 - Alternative School Programs	$0.00
1250 - Title I Programs	$0.00
1260 - After School Programs	$0.00
1270 - Remediation/Extended School Year Programs	$0.00
1280 - Tutorial/Supplemental Educ. Services	$0.00
1285 - Drop-out Prevention Programs	$0.00
1290 -1294 - Defined Special Programs	$0.00
1295 - Private School Participation	$0.00
1296-1299 - Other Special Programs	$0.00
1310-1390 - Adult Continuing Education Programs	$0.00
1410-1420 - Summer School Programs	$0.00
1910 - Athletic Activities	$0.00

1920 - Student Activities		$0.00
1930-1990 - Other Instructional Programs		$0.00
2110-2119 - Attendance & Social Work Svs.		$0.00
2120-2129 - Guidance Services		$54,706.00
2130-2139 - Health Services		$0.00
2140-2149 - Psychological Services		$0.00
2150-2159 - Speech Pathology and Audiology Services		$0.00
2160 - School Resource Officer (Not Security/Police)		$0.00
2190 - Other Support Services - Students		$1,000.00
2210-2219 - Improvement of Instruction Services		$18,434.00
2220-2229 - Educational Media Services		$0.00
2240 - Academic Student Assessments		$5,000.00
2290 - Other Support Services-Instructional Staff		$0.00
2330 - Special Area Administration Services		$0.00
2510-2590 - Business Services		$0.00
2610-2690 - Operation and Maintenance		$0.00
2710-2790 - Student Transportation Services		$0.00
2810-2849 - Central Support Services		$0.00
3100 - Food Service Operations		$0.00
3300 - Community Services Operations		$0.00
3900-3949 - Other Non-instructional Services		$0.00
7110 - Indirect Costs Transfers Out		$0.00
7120 - Other Transfers Out		$0.00
	Total	$125,140.00
	Adjusted Allocation	$125,140.00
	Remaining	$0.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

1140 - High School Programs - $46,000.00

Budget Detail		Narrative Description
Function Code:	1140 - High School Programs	The district will use Title IV funds to increase the number of students who take dual enrollment classes by paying the course fee required by colleges. (Well-rounded education)
Object Code:	500-599 - Other Purchased Services	
Reform Strategy:	Well-Rounded	
Use of Funds:		
Identified Need:		
Data Source:		
Activity:	WR-Dual En & Early College	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$46,000.00	
Line Item Total:	$46,000.00	

Total for 1140 - High School Programs:	$46,000.00
Total for all other Function Codes:	$79,140.00
Total for all Function Codes:	$125,140.00
Adjusted Allocation:	$125,140.00
Remaining:	$0.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

2120-2129 - Guidance Services - $54,706.00

Budget Detail		Narrative Description
Function Code:	2120-2129 - Guidance Services	School counselor on-site/virtual PD for school counselor coaching/support to increase social emotional learning skills
Object Code:	300-399 - Prof Services	
Reform Strategy:	Safe and Healthy	
Use of Funds:	Speaker/Consultant Fees	
Identified Need:	Professional Development	
Data Source:	District Assessments	
Activity:	SH-Mental & Counseling	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$36,250.00	
Line Item Total:	$36,250.00	
Function Code:	2120-2129 - Guidance Services	School counselor travel expenses for off-site Professional Development to promote safe & healthy schools.
Object Code:	500-599 - Other Purchased Services	
Reform Strategy:	Safe and Healthy	
Use of Funds:	Transportation	
Identified Need:	Professional Development	
Data Source:	District Assessments	
Activity:	SH-Mental & Counseling	
Location	JACKSON CO SCHOOL DIST (3000)	

Code:	
Quantity:	1.00
Cost:	$12,456.00
Line Item Total:	$12,456.00

Function Code:	2120-2129 - Guidance Services
Object Code:	800-899 - Other Objects
Reform Strategy:	Safe and Healthy
Use of Funds:	Registration, Meals, Hotel, and/or ...
Identified Need:	Professional Development
Data Source:	District Assessments
Activity:	SH-Mental & Counseling
Location Code:	JACKSON CO SCHOOL DIST (3000)
Quantity:	1.00
Cost:	$6,000.00
Line Item Total:	$6,000.00

School counselor registration fees for off-site Professional Development to promote safe and healthy schools.

Total for 2120-2129 - Guidance Services:	$54,706.00
Total for all other Function Codes:	$70,434.00
Total for all Function Codes:	$125,140.00
Adjusted Allocation:	$125,140.00
Remaining:	$0.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

2190 - Other Support Services - Students - $1,000.00

Budget Detail		Narrative Description
Function Code:	2190 - Other Support Services - Students	Supporting College and Career Readiness and Counseling supplies and books
Object Code:	600-699 - Supplies	
Reform Strategy:	Well-Rounded	
Use of Funds:	Office Supplies	
Identified Need:	Other	
Data Source:	District Assessments	
Activity:	WR-College and Career	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	

Total for 2190 - Other Support Services - Students:	$1,000.00
Total for all other Function Codes:	$124,140.00
Total for all Function Codes:	$125,140.00
Adjusted Allocation:	$125,140.00
Remaining:	$0.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

2210-2219 - Improvement of Instruction Services - $18,434.00

Budget Detail		Narrative Description
Function Code:	2210-2219 - Improvement of Instruction Services	Educational Technology Specialists salary (2 HC, .15 FTE)
Object Code:	100-199 - Employee Salaries	
Reform Strategy:	Effective Use of Technology	
Use of Funds:	Salary	
Identified Need:	Instructional Coach	
Data Source:	District Assessments	
Activity:	ET-Others	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$15,330.00	
Line Item Total:	$15,330.00	
Function Code:	2210-2219 - Improvement of Instruction Services	Educational Technology Specialist benefits (2 HC, .15 FTE)
Object Code:	200-299 - Employee Benefits	
Reform Strategy:	Effective Use of Technology	
Use of Funds:	Benefits	
Identified Need:	Instructional Coach	
Data Source:	District Assessments	
Activity:	ET-Others	
Location	JACKSON CO SCHOOL DIST (3000)	

Code:	
Quantity:	1.00
Cost:	$3,104.00
Line Item Total:	$3,104.00

Total for 2210-2219 - Improvement of Instruction Services:	$18,434.00
Total for all other Function Codes:	$106,706.00
Total for all Function Codes:	$125,140.00
Adjusted Allocation:	$125,140.00
Remaining:	$0.00

757

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

2240 - Academic Student Assessments - $5,000.00

Budget Detail		Narrative Description
Function Code:	2240 - Academic Student Assessments	The district will use Title IV funds to increase the number of students who take Advance Placement (AP) classes by paying the fee required for the assessment.
Object Code:	800-899 - Other Objects	
Reform Strategy:	Well-Rounded	
Use of Funds:		
Identified Need:		
Data Source:	District Assessments	
Activity:	WR-AP & IB	
Location Code:	JACKSON CO SCHOOL DIST (3000)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	

Total for 2240 - Academic Student Assessments:	$5,000.00
Total for all other Function Codes:	$120,140.00
Total for all Function Codes:	$125,140.00
Adjusted Allocation:	$125,140.00
Remaining:	$0.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

Indirect Cost	
Total Contributing to Indirect Cost	$125,140.00
Indirect Cost Rate	2.00%
Maximum Allowed for Indirect Cost	$2,453.72

Filter by Location: All - $125,140.00

[Download Data]

Function Code / Object Code	1140 - High School Programs	2120-2129 - Guidance Services	2190 - Other Support Services - Students	2210-2219 - Improvement of Instruction Services	2240 - Academic Student Assessments	Total
100-199 - Employee Salaries	0.00	0.00	0.00	15,330.00	0.00	15,330.00
200-299 - Employee Benefits	0.00	0.00	0.00	3,104.00	0.00	3,104.00
300-399 - Prof Services	0.00	36,250.00	0.00	0.00	0.00	36,250.00
500-599 - Other Purchased Services	46,000.00	12,456.00	0.00	0.00	0.00	58,456.00
600-699 - Supplies	0.00	0.00	1,000.00	0.00	0.00	1,000.00
800-899 - Other Objects	0.00	6,000.00	0.00	0.00	5,000.00	11,000.00
Total	46,000.00	54,706.00	1,000.00	18,434.00	5,000.00	125,140.00
					Adjusted Allocation	125,140.00
					Remaining	0.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

Budget Tag Summary

Tag Group	Tag	Budget Amount
Reform Strategy	Well-Rounded	$52,000.00
Reform Strategy	Safe and Healthy	$54,706.00
Reform Strategy	Effective Use of Technology	$18,434.00
Reform Strategy	Administrative Cost	$0.00
Use of Funds	Benefits	$3,104.00
Use of Funds	Catered Meal/Refreshments	$0.00
Use of Funds	Childcare Cost	$0.00
Use of Funds	Classroom Furniture	$0.00
Use of Funds	Contracted Services/Purchased Services	$0.00
Use of Funds	Copier Cost/Supplies	$0.00
Use of Funds	Equipment	$0.00
Use of Funds	Instructional Materials/Supplies	$0.00
Use of Funds	Mileage	$0.00
Use of Funds	Office Supplies	$1,000.00
Use of Funds	Parenting Supplies	$0.00
Use of Funds	Postage	$0.00
Use of Funds	Printing	$0.00
Use of Funds	Refreshments/Snacks	$0.00
Use of Funds	Registration, Meals, Hotel, and/or Mileage	$6,000.00
Use of Funds	Salary	$15,330.00
Use of Funds	Software/Site Licenses	$0.00
Use of Funds	Speaker/Consultant Fees	$36,250.00
Use of Funds	Speaker/Consultant Travel	$0.00
Use of Funds	Stipend	$0.00
Use of Funds	Staff Development Supplies	$0.00
Use of Funds	Student Incentives	$0.00

Use of Funds	Substitute Benefits	$0.00
Use of Funds	Substitute Salary	$0.00
Use of Funds	Technology Hardware	$0.00
Use of Funds	Technology Supplies	$0.00
Use of Funds	Transportation	$12,456.00
Use of Funds	Other	$0.00
Use of Funds	Administrative	$0.00
Identified Need	Classroom Teacher	$0.00
Identified Need	Extended Day Program	$0.00
Identified Need	Instructional Assistant	$0.00
Identified Need	Instructional Coach	$18,434.00
Identified Need	Instructional Supplies	$0.00
Identified Need	Intervention Personnel	$0.00
Identified Need	Intervention Teacher	$0.00
Identified Need	Parent/Family Engagement	$0.00

11/4/2025 2:49:51 PM

761

Program Details

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

Title IV-A

Prioritizing of Title IV Part A Funding

* Describe how the LEA prioritizes Title IV, Part A Funding for certain Schools. (Sec. 4106(e)(2)(A))

The LEA ensures that all Title IV funding is equitably distributed among all 14 schools to enhance the use of technology among all students and staff through the dispersing of educational technologists to train all in the safe use of AI and other instructional technology. Additionally, all three high schools receive funding to expand the participation of students in Dual Credit courses and AP assessment. Lastly, all school counselors have equitable access to Title IV funding for needed professional development and supplies.

For each program budgeted provide a narrative description of how you will use your funding by describing in detail the need for the project, the goals and objectives. Please use a separate row for each Title IV, Part A activity that will be implemented.

1. Well-Rounded

$ 52,000.00 Amount

Activity Description	Prioritized Need for Activity	Activity Objective	Activity Intended Goal
Funding for Dual Credit course fees and AP assessment fees for low-income students to ensure that all students have access to a well-rounded education.	According to our FY26 needs assessment, stakeholders desired to see Title IV funds spent promoting access to accelerated learning opportunities, including Dual Credit courses and AP assessments. After reviewing student enrollment data, all high schools sought for ways to increase participation in our AP and Dual credit courses, especially among students qualifying for free/reduced lunch. Since 2018-19 school year, we have utilized Title IV funds to alleviate the financial burden for the abovementioned student group.	Promoting access to accelerated learning opportunities including dual or concurrent enrollment programs with at a 25% increase in student enrollment across all three high schools within JCSD.	Increase student participation in Dual enrollment courses and AP assessments among students.

762

2. Safe and Healthy

$ 54,706.00 Amount

Activity Description	Prioritized Need for Activity	Activity Objective	Activity Intended Goal

1. Funding to improve school conditions for all student learning that will address bullying prevention, suicide prevention, drug prevention, and other mental health activities by providing on-site mental health services. 2. Funding for supplies that will support bullying prevention, drug prevention, suicide prevention, and other mental health activities 3. Funding for School Counselor Professional Development to build trauma-informed schools, both on-site and off-site.	JCSD has experienced tremendous loss within the school district. Suicides and other fatal tragedies have occurred, which has shifted our focus to building trauma-sensitive schools. We have had student suffering from various mental health issues that has also plagued the classrooms and the communities these students and staff members. Parents have asked that our school counselors have an opportunity to exercise their gifts and actually have the skillset and the time to provide effective school counseling and increase their knowledge of mental health. While school counselors have participated in several hours of training to become ASCA-model trained and they have re-defined their roles on their campus to promote the utilization of SEL skills and implementation of both direct and indirect services, additional skills must be acquired to address the mental health crisis.	1. To decrease all suicides, bullying incidents, drug use, and mental health crises/incidents by 25%. 2. To Increase school counselor efficacy and school counseling services by 25% during the 25-26 school year	1. To decrease suicides, bullying incidents, drug use, and mental health crises. 2. To equip students, teachers and school counselors with the resources needed to decrease suicides, bullying incidents, drug use, and mental health crises. 3. To increase and professionally develop school counselors in understanding and implementing SEL/CASEL/ASCA standards through the integration of technology.

3. Effective Use of Technology

$ 18,434.00 Amount

Activity Description	Prioritized Need for Activity	Activity Objective	Activity Intended Goal
Funding for Educational Technology Specialists, who will be responsible for providing professional development to improve AI and instructional technology practices for the both local school and district-level personnel.	Parents, teachers, and community members were surveyed to determine how technology could be effectively utilized in JCSD. Many principals and teachers presented a clear and present need for both teachers and students to obtain and develop technology skills that align to the new MDE technology standards. These standards must be taught by certified, well- trained teachers. These teachers will need additional training to develop competencies in effectively teaching the new computer science standards mandated by MDE.	Every school throughout the district will successfully increase teaching computer science lessons by 25% per month, ensuring that all technology standards are taught to students in all grades K-12. Moreover, teachers and students will learn how to safely utilize AI technology for academic purposes..	To provide professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science;

Plan Relationships

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

LEA Plan Funding Summary - ALL funds must support a goal.

Grant	Allocation	Funding Sources (View Item Numbers)				Remaining
		2.) Improving Reading/Language Arts	3.) Highly Qualified Teachers- Professional Development	4.) Increase the graduation rate.	Total	
Title IV-A	$125,140.00	$18,434.00	$54,706.00	$52,000.00	$125,140.00	$0.00
Total	$125,140.00	$18,434.00	$54,706.00	$52,000.00	$125,140.00	$0.00

Related LEA Plan Action Steps ( )

G 2) Improving Reading/Language Arts

S 2.1) Prevention/intervention (Reading/Language Arts)

AS 2.1.4) Administrative and District Support (JACKSON CO SCHOOL DIST)

Description:

Title II funds will be used to fund three Curriculum Specialist at both the elementary and secondary levels and to fund two Educational Technology Specialist to serve schools throughout the district. The Curriculum Specialist, and Educational Technology Specialist will provide support to teachers and principals who lack effectiveness in their instruction and instructional technology, and school leadership. All of the above mentioned Title II personnel will support and mentor new teachers and new principals. They will work with school and grade level PLC's to monitor student progress and determine instructional effectiveness and ensure that teachers know how to utilize technology effectively. These employees will support the district and school initiatives through administrative, instructional, instructional support, and clerical duties.

Benchmark Indicator:

Earn a district rating of an A, which is based on improving student achievement in core academic areas in the 2025-2026 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title II-A	Salaries and benefits for Title II Personnel	$311,863.00
	Title IV-A	Salary and Benefits for Educ Tech Specialists	$18,434.00
		Total	$330,297.00

G 3) Highly Qualified Teachers- Professional Development

S 3.1) High quality professional development of instructional staff

AS 3.1.1) Professional Development Opportunities will enhance teacher capabilities. (JACKSON CO SCHOOL DIST)

Description:

District and school level Title I, II, and IV funds will be used to fund high-quality, scientifically research-based professional development opportunities. Examples are teacher and principal training by Assistant Superintendent of Curriculum and Instruction, Curriculum Specialist, Educational Technology Specialist, and on-site PD provided by other vendors. Additionally, teachers may participate in specialized off-campus educational conferences/trainings. Teachers who will participate in these trainings will focus on improving instruction and learning for all students as well as closing all achievement gaps in the 2025-2026 school year.

Benchmark Indicator:

Teachers will increase effective instruction and will be measured by student achievement in math and English/language arts on the MAAP for the 2025-2026 school year with an increase of 3%.

Person Responsible:

School Principals/District

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL onsite PD and PD for new software	$800.00
	Title I-A	SMNE Off site PD travel and registration fees	$16,983.06
	Title IV-A	Offsite PD for counselors	$6,000.00
	Title IV-A	Onsite & Virtual PD for counselors	$48,706.00
		Total	$72,489.06

G 4) Increase the graduation rate.

S 4.1) Prevention/intervention (Reading & Mathematics)

AS 4.1.1) Increase Achievement (JACKSON CO SCHOOL DIST)

Description:

Increase graduation rates by .05% and college and career readiness standards at the high school level as measured by the results on the ACT scores for the 2025-2026 school year.

Benchmark Indicator:

Increase graduation rates by .05% and college and career readiness standards at the high school level as measured by the results on the ACT scores for the 2025-2026 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A	College and Career Readiness counseling supplies	$1,000.00

AS 4.1.2) Increase AP and Dual Credit enrollment for low-income students (JACKSON CO SCHOOL DIST)

Description:

Increasing the enrollment of low-income students in accelerated courses such as Advanced Placement (AP) and Dual Credit courses by ensuring that all fees are paid for these accelerated courses.

Benchmark Indicator:

An Increase in the enrollment in accelerated courses such as Advanced Placement (AP) and Dual Credit Courses for classified as low-income students by 3%.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A	Dual Credit Student Fees	$51,000.00

School Plan Funding Summary - ALL funds must support a goal.

Grant	Allocation	Funding Sources (View Item Numbers)		Remaining
			Total	
Total	$0.00		$0.00	$0.00

Related School Plan Action Steps ( )

Program Assurances

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Title IV-A

☑ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable to the assurances outlined below.**

1.	Prioritize the distribution of funds to schools served by the LEA based on: one or more of the following criteria- a. Are among the schools with the greatest needs. b. Have the highest percentages or numbers of children counted under section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA) c. Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools) d. Are implementing targeted support and improvement plans as described in section 1111(d)(2) (i.e., have consistently underperforming student subgroups) or e. Are identified as a persistently dangerous public elementary
2.	For an LEA or consortium that receives $30,000 or more, we will use: a. Not less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities; b. Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and c. A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in section 4109(b).12
3.	Stakeholder engagements must include, but are not limited to: parents; teachers; principals; students; school leaders; charter school teachers, principals, and other school leaders, when applicable; Indian tribes or tribal organizations, when applicable; specialized instructional support personnel; local government representatives; community-based organizations; and others with relevant and demonstrated expertise. (ESEA section 4106(c)(1))
4.	Annually report data to the SEA regarding the use of Title IV funds and progress toward meeting identified goals within the district plan. (ESEA section 4106(e)(1)(E).
5.	The LEA shall obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title. [ESSA § 4001(a)] Before obtaining the consent de- scribed in subparagraph (A), the entity shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.
6.	No funds under this title will be used for medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs. [ESSA § 4001(b)]

7.	No child will be required to obtain a prescription for a controlled substance, as defined in section 102 of the Controlled Substances Act (21 U.S.C. 802) as a condition of-receiving an evaluation or other service described under this title; or attending a school receiving assistance under this title. [ESSA § 4001(c)]
8.	Nothing in this subpart may be construed to authorize activities or programming that encourages teenage sexual activity; or (2) prohibit effective activities or programming that meet the requirements of section 8526.
9.	Funds made available under Title IV, Part A shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for Title IV, Part A activities.

767

ESEA Assurances

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Assurances

Applies to All ESEA Programs Included in this Application

☑ *** Any applicant, other than a State educational agency that submits a plan or application under this Act shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that-**

1.		Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2.	a.	The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
	b.	The public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3.		The applicant will adopt and use proper methods of administering each such program, including-
	a.	the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
	b.	the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4.		The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5.		The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6.		The applicant will-
	a.	submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
	b.	maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7.		Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
8.		Keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
9.		Use these funds to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources and not supplant such funds.
10.		Maintain control of program funds provided to the LEA and title to property acquired with those funds.
11.		Recognize that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable requirements.

768

12.	Comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United states shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures to effectuate this agreement.
13.	Comply with Title VII of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1978; Certifications regarding Lobbying, Debarment and Other Responsibility Matters, and Drug-Free Workplace Requirements; and Certification regarding Disclosure of Lobbying Activities.
14.	Maintain fiscal effort in accordance with section 9521, which states, "The combined fiscal effort per student or the aggregate expenditures of the agency with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year."
15.	Comply with section 9501 regarding participation by private school children and teachers.
16.	Gun Free Requirement The LEA is in compliance with the State Law requiring local educational agencies to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies of Mississippi except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

Educational Rights and Privacy for Parents and Students

The Board of Education will comply with all the privacy protections afforded parents and students under section 444 of the General Education Provisions Act (20 U.S.C. 1232g), as added by the Family Educational Rights and Privacy Act of 1974 (section 513 of Public Law 93-380; 88 Stat. 571).

769

Termination of Employment and Unpaid Leave

Upon termination, any leave balance paid to a federally funded employee above the amount of leave earned in the current project shall NOT be paid from Federal Funds (2CFR200.431).

Certification Regarding Constitutionally Protected Prayer in Public Elementary and Secondary Schools

As a condition of receiving ESEA funds, certification is required by Section 8524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act. Guidance issued February 7, 2003 by the U. S. Department of Education regarding this policy may be accessed on the web at:

www.ed.gov/inits/religionandschools/prayer_guidance.html

The LEA certifies to the SEA that no policy prevents or otherwise denies participation in constitutionally protected prayer in public schools.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by 2CFR Section 180.300 (applicable to U.S. Department of Education programs through 2CFR Part 3485)

Certification

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective particular participant shall attach

an explanation to this proposal.

Equity for Students, Teachers, and Other Program Beneficiaries

Section 427 of the General Education Provision Act requires LEAs to describe in their applications the steps they propose to take in order to ensure access to education and promote educational excellence by:

"(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and

(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards."

Therefore, the LEA will ensure equitable participation in all local-level programs by students, teachers, and other beneficiaries with special needs through the following activities:

- [x] Ensuring that all training for teachers and others who will conduct parental involvement activities is accessible to all participants and includes strategies for increasing access to the school and its activities for all parents regardless of disability or language spoken.
- [x] Including accessibility guidelines as part of the criteria for effective professional development activities provided throughout the LEA as well as by federal programs.
- [x] Using the LEA computer network to disseminate information to all constituents.
- [x] Providing technical assistance through on-site visits to verify that equitable practices are being followed by schools.
- [x] Including written statements in communications that advertise LEA-level activities to ensure that all necessary accommodations are made for equitable participation by constituents.
- [x] Maintaining special task forces to formulate policy for coordination of programs to ensure equitable access of all student populations, including disadvantaged students, students with disabilities, students with emerging English skills, migrant students, homeless, neglected, or delinquent students, and others.
- [ ] Implementing other activities as appropriate. (Specify)

Title I, Part C - Education of Migratory Children

- [x] *** The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:**

Assist the State in its efforts to comply with Section 1304 (b)(3) of the statute, timely transfer of pertinent migrant student records; and Section 1304 (c)(7), identification of all migrant students in the State, and Section 1308(b)(2) of the statute, electronic exchange of health and educational migrant information; by	
1.	Distributing the Migrant Occupational Survey to all families new to the district and forwarding to the State as directed,
2.	Indicating Migrant status in the LEA's data system, and
3.	Submitting completed Individual Student Record (ISR) forms (within 14 days) as the student withdraws from the district mid-year or at the end of the school year for migrant students who remain enrolled on the last day of school.

Title IX, Part A - McKinney-Vento Homeless Assistance

Each applicant does hereby agree to comply with the following assurances - (Read and check)

☑ * 1. By checking this first assurance, the applicant indicates that these requirements have been read and understood. All LEAs, including the applicants, are required by the McKinney-Vento Homeless Assistance Act to do the following:

Provide access to educational and other services for homeless children and youth so that they have the opportunity to meet the same challenging state performance standards to which all students are held. Sec. 722(g)(1)(A)

Review and revise policies that may act as barriers to the enrollment of homeless children and youth in the school, including policies related to transportation, immunization, proof of residency, birth certificates, guardianship, school records, and other documentation. Sec. 722(g)(7)

Determine the particular school that is in the best interest of a child to attend with compliance to the wishes of the parent(s), to the extent feasible. Sec. 722(g)(3)(B)

Provide transportation to the school deemed in the best interest of the child, to the extent feasible. Sec. 722(g)(1)(J)(iii)

Ensure that all homeless children and youth receive free meals, textbooks, and Title I services. Sec. 722(g)(4)

Pay special attention to ensuring the enrollment and attendance of homeless children and youth who are not currently attending school. Sec. 722(g)(7)(C)

Coordinate with local social service agencies and other agencies or programs providing services to homeless children or youth and their families to minimize educational disruption for children who are homeless. Sec. 722(g)(5)(A)

Ensure that all homeless children and youth receive placement in appropriate programs, such as Special Education, gifted and talented, or English as a Second Language programs. Sec. 722(g)(4)

☑ * 2. Services provided by funds from this grant will not replace the regular academic program, and will be designed to expand upon or improve services provided as part of the school's regular academic program. Sec. 723(a)(2)(A)(iii)

☑ * 3. Ensure the LEA will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. Section 722(g)(1)(J)(i)

☑ * 4. Ensure the LEA designate an appropriate staff person, able to carry out the duties described in paragraph (6)(A), who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths. Section 722(g)(6)(A)

☑ * 5. Ensure that the local educational agency's combined fiscal effort per student, or the aggregate expenditures of that agency and the State with respect to the provision of free public education by such agency for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made. Section 723(b)(3)

☑ * 6. Ensure that the applicant complies with, or will use requested funds to comply with, paragraphs (3) through (7) of section 722(g). Section 723(b)(4)

☑ * 7. Ensure that the local educational agency will collect and promptly provide data requested by the State Coordinator pursuant to paragraphs (1) and (3) of section 722(f). Section 723(b)(6)

☑ * 8. Ensure that the local educational agency will meet the requirements of section 722(g)(3). Section 723(b)(7)

☑ * 9. Ensure that the local educational agencies in the State will adopt policies and practices to ensure participation by liaisons described in clause (ii) in professional development and other technical assistance activities provided pursuant to paragraphs (5) and (6) of subsection (f), as determined appropriate by the Office of the Coordinator. Section 722(g)(1)(J)(iv)

Related Documents

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - Consolidated - Rev 0 - Assurances

Optional Documents		
Type	**Document Template**	**Document/Link**
Board Approval Signature Page	Board Approval Signature Page	
Revision Form	N/A	

772

History Log

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - LEA Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
10/14/2025 8:43:07 AM	Leslie Tillman	Status changed to 'Draft Started'.	S
12/8/2024 12:58:24 PM	MCAPS Administrator	Status changed to 'Not Started'.	S

773

LEA Planning Team

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - LEA Plan - Rev 0

1. Please identify all planning team members, including title.

Dr. Kimberly Williams, Director of Federal Programs and Student Services
Amber Geiser, Business Manager
David Baggett, Superintendent
Dr. Montgomery Noblitt, Assistant Superintendent (Curriculum and Instruction)
Karen Glass, Human Resources Director
Dr. Tanya Sonnier, Director of Curriculum and Curriculum Specialist Supervisor
Gwendolyn Stallworth, Director of Special Education
Chris Collins, Director of Information Technology
Leslie Tillman, Federal Programs Coordinator
Miranda Brister, EL Coordinator
Shelly Barnett, Student Service Technical Manager, Homeless Liaison, Foster Care POC
Shannon Melton, Principal
Dr. Brigette Myers, Principal
Dr. Kim Tillman, Principal
Dr. David LaPointe, Principal
Krista Sablich, Principal
Angela Sievers, Principal
Donna Knight, Principal
Tracy Warren, Bookkeeper
Miranda Shelton, PTO-Parent
Jeryn Sullivan, PTO-Parent
Angie Groh, Teacher Assistant
Candie Mills, Teacher Assistant
Mari Anne Jenne, Assistant Principal
Davina Pope, Bookkeeper
Katryna Twilbeck, Counselor
Kala Norton, Teacher Assistant
Donna Davis, MTSS personnel
Stacy Swiney, Title I facilitator
Magan Roberts, Bookkeeper
Ashley Smith, Bookkeeper
April Jones, Teacher Assistant
Lindsey Freeman, Teacher
Natalie McKinney, Counselor
Dawn Barske, Bookkeeper
Keri Wiggins, Parent
Tamela Dent, Curriculum Specialist
Amber Raynor, Curriculum Specialist
Wanda Shaw, Parent
Jennifer Russell, Title I Coordinator, School Counselor

2. Briefly describe the process the planning team used to develop the LEA Plan based upon a comprehensive needs assessment. Include the process that the LEA will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. Sec. 1112(a)(1)(A)

The LEA began the planning process with district-level administration meetings every quarter that included both local school principals. A review of the annual comprehensive needs assessment was conducted at the local school-level with various stakeholders, to include parents, and needs for the upcoming year surfaced and were expressed during district level meeting in October. The Superintendent, Assistant Superintendent of Curriculum and Instruction, and the Director of Curriculum and Instruction meet with schools monthly to monitor and discuss the progress of implemented initiatives and revise initiatives, as needed, based on student data, which is reviewed every 9-weeks. Revisions to the LEA plan will be made bi-annually, or when the need for correction arises based on stakeholder feedback.

775

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - LEA Plan - Rev 0

* 1. Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by developing and implementing **a well-rounded program of instruction to meet the academic needs of all students**. Sec. 1112(b)(1)(A)

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments. After a referral is made, the TST must develop and begin implementation of 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. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment. I-Ready Diagnostic Assessment and MasteryConnect are used for progress monitoring.

The well-rounded program of instruction is developed by including the use of curriculum-rich content and intervention tools. Using I-Ready, MasteryConnect, and other diagnostic assessments, allow students to be assessed to determine their academic levels and areas of interests to include the arts, math, sciences, social sciences, and English. Ensuring that students have the background knowledge needed through a content-rich curriculum provided by high-quality, certified teachers in these subjects, will allow students to transfer the ability to read into other subjects and experiences that require them to make meaning of what they have read. Using I-Ready data points to monitor all students' progress is conducted every quarter. Teachers are able to design meaningful and specific lessons to ensure that academic deficiencies are addressed in a timely manner prior to state assessments.

Discipline referrals, attendance data, and SEL/Universal screeners are utilized quarterly to monitor and to determine the effectiveness of the well-rounded educational program. Parent and student feedback will be gathered during the annual comprehensive needs survey and collected during parent/family engagement nights.

* 2. Describe how the LEA will **identify students who may be at risk for academic failure**. Sec. 1112(b)(1)(B)

K-12 students will take formative and diagnostic assessments throughout the school year in all tested subjects. Examples are the i-Ready Diagnostic Assessment, MasteryConnect, Imagine Learning Literacy, Avanza Boost, STAR Reading, STAR Math, NWEA Science Diagnostic Assessment, and a dyslexia screener.

Using the above mentioned formative and diagnostic assessments and screeners, JCSD will utilize all assessments and screeners to determine if students are at-risk for academic failure. Additionally, school counselors and other MTSS personnel will monitor failures every 9-weeks to determine if students are in need of additional instructional supports. Both classroom grades and diagnostic assessment results will be used to determine which students are at-risk for academic failure. Teachers, counselors, and MTSS personnel will be responsible for implementation of any

interventions needed for both academic and behavioral needs. Students who are unsuccessful with Tier 1 and 2 instruction will be provided with specific, intensive interventions specifically designed to meet the individual needs of students.

After students are identified as struggling learners, they are placed into our MTSS system on Tier 2 or Tier 3. This is monitored quarterly and is updated by school-level TST Interventionists.

Teachers should use progress monitoring information to (a) determine if students are making adequate progress, (b) identify students as soon as they begin to fall behind, and (c) modify instruction early enough to ensure each and every student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments. Screeners will be administered to assist in the identification of students in need of interventions: a. All students 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 year to identify any deficiencies in reading. b. Universal Behavior Screeners will be administered 3 times a year. The screener will address externalizing behavior and internalizing behavior. c. A dyslexia screener will be administered in the spring of kindergarten and the fall of 1st grade as outlined in policy IDADABA. If strategies at Tiers 1 and 2 are unsuccessful, students must be referred to the Teacher Support Team. 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 Mississippi Department of Education. 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 designed to address the deficit areas;·evidence based;·implemented as designed by the TST;·supported by data regarding the effectiveness of interventions. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments. After a referral is made, the TST must develop and begin implementation of 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. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

Overall, below you will find the data points that will be used to identify students who may be at-risk for academic failure:

- Attendance: Chronic absenteeism data (defined as missing 10% or more of instructional days)
- Behavior: Office discipline referrals and suspension records
- Social-emotional data: Student self-assessments, SEL screeners, and teacher observations
- Other factors: English learner status, special education identification, mobility, and homelessness

* 3. Describe how the LEA will **provide additional educational assistance to at risk students**. Sec. 1112(b)(1)(C)

As it becomes clear that additional educational supports for identified at-risk students are needed, students will be given additional counseling services, intervention/ tutoring services, and services provided by a positive behavioral specialist.

Absenteeism, tardiness, grades, behavior, and other social/emotional issues will be monitored weekly by the classroom teacher and the school administrative team to ensure that student struggles and/or cries for help are addressed quickly. Trained teachers and educational specialist will be responsible for providing guidance and interventions/tutoring to ensure that at-risk student motivation increases, as well as their academic performance.

* 4. Describe how the LEA will monitor students' progress in **identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning for all students**. Sec. 1112(b)(1)(D)

The JCSD school improvement framework utilizes evidence-based interventions throughout all schools within the district. Our instructional plan is based on evidence-based practices that will strengthen the core academic program of the school. This plan will strengthen coherent instruction and professional capacity of teachers using instructional coaches and various professional development opportunities. Instructional interventionists, EL certified teachers, and tutors will provide support for struggling and/or non-English speaking learners and create an environment of concern for all students. Additionally, this plan will support family and community engagement and effective leadership, which research suggests is critical in developing and addressing the needs of the "whole" child.

In order to evaluate the effectiveness of a selected evidenced-based instructional resource and its impact on student achievement, our district will systematically monitor student progress on state and local, formative and summative assessments. Before our district-level Curriculum and Instruction Director, along with local school administration, choose an instructional strategy, it must be shown to be effective in multiple high-quality research studies across multiple settings with many participants. .The evidence-based instructional practices alone may not be effective for teaching all children because each child learns in a unique way. However, through consistent progress monitoring, teachers will be able to modify or change teaching strategies to meet the needs of the individual learner.

778

We currently use evidence-based software programs that provide diagnostics, intervention, and problem-solving skills along with other helpful resources for all students. In addition, we use software to help ELs learn English, which is an evidence-based EL online instruction program.

Moreover, the process used to monitor students' progress to improve/strengthen academic programs and school culture will include the use of I-Ready diagnostic, MasteryConnect, and weekly formative assessment data, the school's comprehensive needs assessment, and other parent feedback to determine the areas of weakness in overall student achievement and school culture. In JCSD, parents have consistent opportunities to communicate with all of their child's teachers using ParentSquare, SAM7 Activeparent, and other communication portals. All data and feedback will be brought to school leadership teams and areas of concern will be discussed along with solutions for the improvement of school culture and student academics. School leadership teams will meet at least quarterly to determine professional development needs.

* 5. Describe the process the LEA uses to identify and address disparities among at risk students and other students who are taught by ineffective, inexperienced, or out-of-field teachers. Sec. 1112(b)(2)

The principals of Jackson County School District have strenuous teacher observation and evaluation procedures in place. The purpose of these MDE-mandated procedures is to ensure that all students are under the instruction of high quality and effective teachers. School level officials equally disperse students among the classes in a heterogeneous fashion. All inexperienced or out-of-field teachers are paired with mentors and/or lead teachers in their content areas. Any teacher who is considered ineffective, according to MDE professional growth rubric, will be provided with professional development opportunities and instructional coaching.

Teachers will be required to maintain all appropriate licensure for the state of Mississippi. Using the accreditation standards mandated by the state of Mississippi, licensures that are flagged in MSIS for accreditation errors will be immediately addressed and teachers will be expected to remedy any disparities prior to the MSIS personnel report approval. In the case of at-risk students being taught by ineffective, inexperienced, or out-of-field teacher, students will continuously be accessed using both formative and diagnostic assessments to determine any disparities. Furthermore, any educator falling into one of the three aforementioned categories of licensure deficits, will be supported and supervised by a local school mentor teacher, along with school administration, and provided support by the district instructional coaches and instructional technologists.

6. Describe how the LEA will carry out its responsibilities to CSI, TSI and/or ATSI for served Title I schools that are identified, **if applicable**. If the question is not applicable, please enter "n/a." Sec. 1112(b)(3)

The LEA will carry out its responsibilities to our ATSI/TSI schools. The curriculum department will prioritize the instructional coaches for our served Title I ATSI/TSI schools so that additional time will be allocated to assists the effective implementation of ATSI/TSI plans. The Special Education director will ensure that she modifies or adjusts sped unit allocations per ATSI/TSI school as needed to implement the school's plan. Moreover, her team will progress monitor IDEA students every nine weeks.

The JCSD district-level administrative team will use its authority to remove barriers and allow for school-level autonomies, including budget, staffing, and curriculum. The district will allocate funding and resources based on the needs of our SPED student population and the Special Education and Curriculum Director will ensure that a system is developed to support, monitor, and sustain school improvement efforts.

779

As a district level leadership team, the Superintendent, Special Education Director, Business Manager, Curriculum Director, and the Federal Programs/Student Services Director will work together to ensure that the ATSI/TSI schools have the support needed to provide transformational leadership in their buildings, to develop new and existing teacher talents, to implement instructional initiatives, and to shift the school culture. The curriculum and technology departments will provide instructional coaching and educational technology support in these schools and act as an advisor for the school administration as ATSI/TSI plans are developed and implemented. The business office will provide any cost data needed to evaluate spending options. Overall, JCSD district-level team will provide technical support using our staff to answer questions and guide the process, when necessary.

7. Describe in general the nature of the programs to be conducted by the Title I served schools operating Schoolwide or Targeted Assistance programs that includes the **appropriate educational services (outside the regular school day) for children living in local institutions or community day school programs for neglected or delinquent children, if applicable**. If the question is not applicable, please enter "n/a." Sec. 1112(b)(5)

N/A

* 8. Describe the services that the LEA will provide homeless children and youths to support their enrollment, attendance and success in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act from the required reservation. Sec. 1112(b)(6)

The LEA will provide homeless children and youth with support for enrollment, attendance, and educational/personal resources needed to ensure academic success. The Homeless liaison, Guidance services, educational resources, personal care resources, and other allowable fees or activities will be provided to all homeless students as needs arise. Moreover, the student services technical manager, who currently serves as the Homeless Liaison, will provide valuable information to parents of homeless students to include a list of community resources available for a variety of needs

* 9. Describe the strategy(s) the LEA will use to implement effective parent and family engagement. Sec. 1112(b)(7)

Principals will select their school's specific parent events, such as math night, homework help, and reading guidance to provide parents with numerous resources to aid their student in their academic success. They will also ask that parents allow their children to utilize computer-based tutoring from home or the library during school breaks and during the school year via their computer. Students have their own login and their tutoring is individualized to their specific needs. In addition, it aids in the identification of our lowest 25% so we can provide them with more direct-based instruction to accomplish and meet all required standards for their grade.

Using the results of the annual Comprehensive Needs Assessment and the annual evaluation of the parent and family engagement policy, it was discovered that parents and family members recommendations were not specific and the policy had been addressed as set forth.

However, there is always an opportunity to continue to strengthen the relationship between schools and parents. Since parents and school staff both share in the responsibility of preparing students to be productive and responsible, our schools will sponsor several activities to encourage parents to become involved in their students' lives. Each of our parent nights will display their child's talents and provide them with evidence-based strategies to help their children at home. Our computer-based learning program, which is an evidence-based tool, will provide parents with a resource to help their student with difficult academic content. Parents sole responsibility in this instance is to provide the oversight needed for their student to utilize the program. We want to connect with parents and engage them in their child's learning experience, and sustain their involvement by giving them a participatory role.
This participatory role is extended through the use of & "structured conversations". All JCSD Title I schools create “structured conversations” between teachers and parents about student learning multiple times per year. Teachers provide detailed information and training, especially during parent nights, which increases family engagement. Parents’ informed coaching efforts at home contribute to students’ improvement in reading and math. “Structured conversations” provide parents with information about their student’s performance, demonstrate skills taught in the classroom, allow parents to practice the activities together in small groups, and help parents set academic goals for their child.

Structured conversations are Tier 2, Moderate,
Source: **https://dera.ioe.ac.uk/12360/1/DFE-RR176.pdf**
*Structured conversation success In terms of the structured conversations with parents, schools used the suggested model of practice as a vehicle for changing home-school relationships. Success was seen where a collaborative relationship – involving a two-way exchange of information, ideas, aspirations and concerns – was formed. Schools expressed determination to involve the most ‘hard to reach’ parents, and were extremely creative and flexible in the approaches they used in this regard. Finally, in relation to developing provision for wider outcomes, schools implemented an extraordinary range of approaches and strategies. A recurrent theme was that the nature of the work undertaken was determined very much by local contexts and circumstances and the needs of pupils within each school.

Source #1:
https://www.academia.edu/4287432/Developing_positive_school_home_relationships_through_structured_conversations_with_parents_of_learners_with_special_educational_needs_and_disabilities_SEND_
In this case study several schools mirror the Jackson County School districts Title I schools who have high free and reduced lunch recipients and are located in both rural or urban. Similar to our schools, parent participation among students who are at-risk (or who have special educational needs) is lower than those who are considered regular. Structured conversations with parents have been deemed successful for working with schools with lower percentages

of parental support. JCSD has 13.8 percentage of special education population.
Parents play a crucial role in their children's education, and their active involvement can lead to better outcomes. However, evidence suggests that parental engagement and confidence among perhaps the most vulnerable group of learners –those with special educational needs and disabilities (SEND) – may be lower than for those without difficulties. We report on research exploring a model for developing positive home–school relationships, known as 'structured conversations with parents', which was

implemented as part of a comprehensive intervention to improve outcomes for learners with SEND (the Achievement for All pilot). Our research design utilized both quantitative and qualitative elements, including school-level surveys, parent questionnaires, interviews with key personnel and stakeholders, and case studies of pupils/parents in participating schools across 10 local authorities in England. Our analyses suggest that the structured conversations with parents were successful in achieving their intended outcomes, albeit with important caveats in relation to issues of individual differences, implementation, fidelity/adherence and sustainability

Source #2:
https://www.headteacher-update.com/best-practice-article/structured-conversations-to-engage parents/66856#:~:text=The%20structured%20conversations%20approach%20requires,enhance%20their%20chances%20of%20success.
The school in this case study mirrors JCSD, in that most of our schools have 20 to 30 percent of parents who do not participate in parental involvement activities. Moreover, this case study mirrors several schools in Jackson County School districts Title I schools who have high free and reduced lunch recipients and are located in both rural or urban areas.
*Through structured conversations, many schools have been able to develop really effective partnerships with parents, get them more involved in their children's learning, develop effective learning targets and develop more individualized approaches to learning. The results of this approach have been startling. For example at Tredworth Junior School (see case study) in a deprived part of central Gloucester, 87 per cent of pupils on free school meals have achieved Level 4 plus in English and maths compared to 68 percent nationally. Persistent absenteeism dropped from 12.6 per cent to just over eight per cent in a year. Structured conversations were at the center of Tredworth's work with parents. Below is the Tredworth Junior School Case Study:

Case study: Tredworth Junior School

Tredworth was the lowest achieving school in Gloucestershire when Andy Darby became headteacher in 2002. His first priority was to improve engagement with the 35 per cent of parents who at the time had little to do with the school."For me it was key we improved the parents' knowledge of what the children were up to at school," he said. "We needed to empower them to ask questions of the school and challenge us as well."

By 2009 parental engagement was up to 85 per cent. This was good progress but Tredworth still had a sizeable proportion of "hard-to-reach" parents.

It was then that Tredworth began using the structured conversations approach as part of the Achievement for All programme as the bedrock of its parental engagement strategy. Teachers are regularly given a day away from the classroom for a series of 30-minute in-depth conversations. Teachers learn how to recap a conversation, summarise complex or convoluted points that both sides understand, and set targets. Parents can leave their pre-school children in a crèche at the school during the meeting. "The basic premise of structured conversations is simple but Achievement for All gave us a structure and a methodology for taking our parental engagement work forward," Mr. Darby explained. "In fact, it has become the model for parental engagement for the entire school." Parents of every pupil in the school are invited into the school for a structured conversation with the teacher twice a year. For years 3 to 5 this is increased to three times a year. The parental discussions always involve the child's class teacher and the teaching assistant. Once a year the child is invited into the meeting to discuss how objectives have been met and to set new binding targets for the next academic year.

This level of commitment takes a teacher out of class for at least two days a year but the supply cover cost is covered by Pupil Premium funding attracted by pupils on free school meals. Parent attendance at Tredworth's structured conversations is now 97 per cent. Attainment of pupils with SEN and/or disabilities is above average for every year group. For example, 81 per cent of pupils classified as having SEN and/or disabilities achieved key stage 2 Level 4 or above in English and maths in 2012. The national average was 46 percent. It is the same story for pupils who qualify for free school meals. The figure was 87 per cent for free school meals pupils –well above the 68 per cent national average. Persistent absenteeism across the school has now dropped – from 12.6 per cent in 2011 to eight per cent in 2012.

10. If applicable, how will the LEA support, coordinate, and integrate services provided with ESEA funds with early childhood education programs at the LEA or individual school level, including plans for the transition of students into the local elementary school program. If the question is not applicable, please enter "n/a." Sec. 1112(b)(8)

N/A

11. **Title I Targeted Assistance School Program ONLY**- How do teachers and school leaders in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a **Title I targeted assistance school program** identify the eligible children most in need of services. If the question is not applicable, please enter "n/a." Sec. 1112(b)(9)

N/A

12. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. **(Completed if serving grades 9-12)** If the question is not applicable, please enter "n/a."

a. Through coordination with institutions of higher education, employers, and other local partners. Sec. 1112(b)(10)(A)

N/A

b. Through increased student access through either early college high school, dual/ concurrent enrollment opportunities or career counseling to identify student interests and skills. Sec. 1112(b)(10)(B)

N/A

* 13. Describe how the LEA will support the efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with rates of discipline, disaggregated by each of the subgroups on the State report card. Sec. 1112(b)(11)

JCSD personnel maintain consistent efforts to minimize discipline issues through prevention procedures. A Positive Behavior and Intervention System (PBIS) is in place at all schools. Fair and equitable discipline policies are in place and followed by administrators and teachers. This promotes a positive school culture and learning environment, and subsequently, increased student achievement. Prevention procedures are in place to promote positive school culture. In the event that a student's behavior prevents him from participating in his normal educational routine, the district can provide the continuation of educational services through Edgenuity, an online learning program. A district homebound instructor is also available to provide students with consistent instruction. Using the MTSS system outlined by MDE, excessive discipline issues are addressed systematically within JCSD. The LEA provides social-emotional learning (SEL) curriculum, access to school counselors, and restorative practices to address root causes of behavioral issues. These strategies help improve student self-regulation, peer relationships, and school connectedness, reducing the likelihood of behaviors that lead to classroom removal.

Only answer the applicable question below if Title I funds are used. If the question is not applicable, please enter "n/a."

14. How will the LEA support any programs that coordinate and integrate academic, career, and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the

State? Sec. 1112(b)(12)(A)

N/A

15. How will the LEA support any programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit? Sec. 1112(b)(12)(B)

N/A

16. How will the LEA use Title I, Part A funds to assist schools in identifying and serving gifted and talented students? Sec. 1112(b)(13)(A)

N/A

17. How will the LEA allocate Title I, Part A funds to assist schools in developing effective school library program to provide students an opportunity to develop digital literacy skills and improve academic achievement? Sec. 1112(b)(13)(B)

N/A

783

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - LEA Plan - Rev 0

☐ Not Applicable. The LEA transferred all funds

1. Describe the activities to be carried out by the LEA with Title II, Part A funds for at least one State Goal and all Standards for Professional Learning. (Include the need for the activity, the activity objective, the expected activity goal, and the impact the activity on teacher, principal, or other school leader effectiveness.) "A" or "B' rated districts are exempted from aligning with the Standards for Professional Learning. Sec. 2102(b)(2)(A) and Sec. 2104(a)(1)

Standards for Professional Learning	
Standard 1 - Equity Practices	**Standard 7** - Implementation
Standard 2 - Curriculum, Assessment, and Instruction	**Standard 8** - Equity Foundations
Standard 3 - Professional Expertise	**Standard 9** - Culture of Collaborative Inquiry
Standard 4 - Equity Drivers	**Standard 10** - Leadership
Standard 5 - Evidence	**Standard 11** - Resources
Standard 6 - Learning Designs	

787

State Goal 1. All Students are Proficient and Showing Growth in All Assessed Areas

Please select the aligned appropriate Standard(s) for Professional Learning:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ "A" or "B" rated District

State Goal 2. Every Student Graduates from High School and is Ready for College and Career

Please select the aligned appropriate Standard(s) for Professional Learning:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ "A" or "B" rated District

State Goal 3. Every Child has Access to a High-Quality Early Childhood Program

Please select the aligned appropriate Standard(s) for Professional Learning:

1	2	3	4	5	6	7	8	9	10	11	"A" or "B" rated District
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

State Goal 4. Every School has Effective Teachers and Leaders

Please select the aligned appropriate Standard(s) for Professional Learning:

1	2	3	4	5	6	7	8	9	10	11	"A" or "B" rated District
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑

The LEA will employ three curriculum specialists and two instructional technologists to mentor and provide on-site, face-to-face, and/or one-on-one professional development in addition to the implementation of professional learning communities in all JCSD schools.

1.Canvas Training for professional development and curriculum development
2.TEQ/OTIS online professional development- a web-based professional development tool that provides information and resources on numerous educational topics.
3.CPI training (Crisis Prevention & Intervention)- Our special education personnel will provide training throughout the district.
4. Classroom management training-training will be provided through our professional learning communities. Additionally, we will provide teachers with one-on-one training from our Instructional coaches and education technology specialists.
5.Identifying At-Risk students and Providing Intervention Strategies- Instructional coaches and the Director of Curriculum will work with individual schools and teachers to demonstrate how to effectively identify at-risk and struggling learners and provide them with evidence-based intervention strategies.

The implementation of these activities will be carried out by the district, school-originated, or by the company. This includes school-level Professional Learning Communities.

State Goal 5. Every Community Effectively Uses a World-Class Data System to Improve

Please select the aligned appropriate Standard(s) for Professional Learning:

1	2	3	4	5	6	7	8	9	10	11	"A" or "B" rated District
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

State Goal 6 Every School and District is Rated "C" or Higher

Please select the aligned appropriate Standard(s) for Professional Learning:

1	2	3	4	5	6	7	8	9	10	11	"A" or "B" rated District
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Describe the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. Sec. 2102(b)(2)(B)

The Jackson County School District is a learning organization focused on increasing student achievement through more effective professional development, or professional learning opportunities. As required by the Mississippi Department of Education, the District shall use this policy to ensure that it implements a professional development program aligned with the Learning Forward Standards for Professional Learning (Standard 15 of the Mississippi Public School Accountability Standards of 2014). The purpose of professional development in JCSD is to ensure that every educator engages in effective professional learning every day so every student achieves. According to Learning Forward, “[i]ncreasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators.”

JCSD's PROFESSIONAL DEVELOPMENT MODEL will employ and be based upon the Learning Forward 7 Standards for Professional Learning, which outlines the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. The seven standards of Learning Forward focus attention on educator learning that relates to successful student learning: 1. Learning Communities - Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. 2. Leadership - Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocates, and create support systems for professional learning. 3. Resources- Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. 4. Data - Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. 5. Learning Designs - Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. 6. Implementation - Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change. 7. Outcomes - Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

All JCSD educators will have access to online PD opportunities, and other in-service professional activities at the local school and district level. Both instructional technologists and instructional coaches will provide a series of professional development sessions for beginning/new teachers and other teacher leaders to build self-efficacy in several areas of education. Using the state-mandated Professional Growth Rubric, teachers will be evaluated to determine their effectiveness and teacher efficacy. Areas of improvement will also be examined using the professional growth rubric so that professional learning opportunities can be offered to address specific needs. JCSD has developed professional development opportunities that will allow teachers to become expert leaders in areas of interest to them. Teachers within JCSD serve in several leadership roles, and the Curriculum department has developed the new initiative of & "Teacher Choice PLCs" which allows teachers to select specific content and/or categories that they are interested in becoming proficient. Specific online professional development modules are selected and completion of these online and in-person trainings from instructional coaches and instructional technologists will award the teacher with a distinguished award that will make him or her an expert on his or her campus.

3. Describe how the LEA will prioritize funds to schools served by the agency that are implementing Comprehensive Support and Improvement (CSI) activities, Targeted Support and Improvement (TSI) activities, Additional Targeted Support and Improvement (ATSI) activities and/or have the highest percentage of low-income children. Sec. 2102(b)(2)(C)

The LEA will prioritize funds to ATSI and TSI to address the achievement gaps of special education students and to equip teachers with literacy strategies to bridge the achievement gaps. Instructional coaches and instructional technologists will provide strategies and resources to special education and general education teachers who serve special education students.
In addition to school improvement status, the LEA uses a poverty-ranking system based on Free and Reduced-Price Lunch (FRPL) eligibility to identify and prioritize schools serving the highest percentages of low-income students. Title II-A funds are directed to these schools to support teacher recruitment, retention, and development activities aimed at improving instruction and closing achievement gaps.

The LEA uses multiple data sources to determine funding priorities, including:

- School designation data from the state department of education (CSI, TSI, ATSI status)
- FRPL percentages as reported through the Child Nutrition Program
- Student achievement and growth data
- Staffing and turnover data, particularly for novice and out-of-field teachers

4. Describe how the LEA will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A funds. Sec. 2102(b)(2)(D)

The LEA will use data presented and discussed during PLC meetings and other district/level data chats and ongoing consultation with instructional leaders to continually update and improve activities supported with Title II, Part A funds. Moreover, to determine effectiveness of professional development activities, participants will also complete an evaluation form and turn it in to the presenter or the principal. A district-level questionnaire will be distributed in an online format that provides teachers with the opportunity to give feedback on professional development policy and practices. It will also allow teachers to give suggestions for future training topics. A professional development committee will convene at least twice per year to evaluate the status of professional learning and to make corrections, as needed. The committee will have teacher and administrative representation.

Stakeholder Involvement and Consultation

The LEA engages a variety of stakeholders in the planning and evaluation process, including:

- School leaders and instructional coaches
- Teachers across content and grade levels
- Professional development coordinators
- Parent advisory representatives
- Local education association representatives

Stakeholders participate through surveys, focus groups, annual Title II planning meetings, and quarterly check-ins to review data and provide feedback on the effectiveness of PD efforts and leadership support programs.

Measuring Effectiveness

Effectiveness will be measured by:

- Increases in the percentage of effective and highly effective educators
- Evidence of improved instructional practice based on walkthroughs and evaluations
- Improved student academic performance in areas targeted by Title II-supported training
- Stakeholder satisfaction and impact ratings from post-training surveys

788

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - LEA Plan - Rev 0

LEAs that receive Student Support and Academic Enrichment (SSAE) grant funds may use these funds to implement activities as outlined below. Please complete the section which the LEA will use their SSAE allocation.

☐ Not Applicable. The LEA Transferred all funds.

1. Describe any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart. Sec. 4106(e)(1)(A)

JCSD has partnered with Chevron in the creation of a stationary Fablab and a mobile Fablab to increase STEAM/STEM activities throughout the district. Additionally, both William Carey and Mississippi Gulf Coast Community College have partnered with our high schools to provide students with an opportunity to obtain dual credits while in high school. This opportunity allows for students to earn college credits during their senior year of high school. The LEA utilizes both Junior Auxiliary as our community-based organization, and Coastal Family Health and Health Connect as our non-profit organization.

2. Describe how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcome. Sec. 4106(e)(1)(E)

789

Bi-annual reviews of the effectiveness of SSAE-funded activities will convene during LEA administrative meetings, primarily at the end of an semester. Principals will report progress of students engaged in these activities and/or programs to the assistant superintendent, curriculum director, and the superintendent. Using state-assessments and other college-career assessments' scores, the LEA will determine if academic progress is being made by all students, especially secondary students who will benefit from numerous activities to prepare them for college and careers. Evaluations will convene throughout the year in various principal meetings with the Curriculum director and the secondary and elementary principals as diagnostic, benchmark, and state assessment data will be discussed. Moreover, parents and other stakeholders will have an opportunity to express their opinions about all of the SSAE funded activities upon completion of the annual comprehensive needs assessment and during the annual Title parent and community meeting

3. Any LEA that receives an allocation of $30,000.00 or more must conduct a comprehensive needs assessment once every three years. If applicable, based upon the needs assessment, please describe how the LEA evaluates the program effectiveness in the following areas. If an area listed below is not applicable, please indicated "n/a"

a. access to, and opportunities for, a well-rounded education for all students;

JCSD will use Title IV funds to improve student academic achievement by providing students with access to a well-rounded education. The district will use at least 20% of the Title IV funds to increase the number of students who take dual enrollment classes and test in AP courses by paying the assessment and college-course fees to the appropriate entity. This will allow all students to participate regardless of income level. In addition, these funds will be utilized to provide additional educational resources and practice assessments for ACT classes designed to help students prepare for the ACT. Lastly, funds for STEM and STEAM equipment and supplies will be equitably distributed amongst all JCSD schools.

JCSD will use Title IV funds to reach the overall goal of providing students with the following educational opportunities:
1. Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups
2. Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools.
3. Provide additional learning opportunities for student's college and career preparation including additional practice and interventions for the ACT assessment and ACT Workkeys.

It is intended that these additional educational supports will aid students with their college and career preparedness.

b. school conditions for student learning in order to create a healthy and safe school environment; and

The district will use at least 20% of the Title IV funds to provide specific programs to ensure safe and healthy environment such as bullying prevention, suicide prevention, drug prevention, and other social-emotional learning (mental health) activities. Professional development will be provided for students and staff in the areas aforementioned.

JCSD will use Title IV funds to reach the overall goal of providing students with the following activities to ensure safe and healthy schools :
1. Implementing systems and practices to prevent bullying and harassment
2. Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse.
3. Providing and improving drug prevention resources through the purchase of supplemental curriculum materials.

Moreover, Title IV funds will be utilized to provide school counselors with the much-needed professional development to successfully address the mental health issues and behavioral challenges experienced daily within our local schools.

It is intended that these additional safe and healthy activities will aid students with their overall health and social and emotional learning.

c. accesss to personalized learning experiences supported by technoogy and professional development for the effective use of data and technology.

Please describe how the LEA plans to use these funds.

The district will reserve the remaining portion for educational technologists to provided professional development for the effective use of technology face-to-face training throughout JCSD . Moreover, supplies, software, and equipment will be funded to ensure that all instructional technologists are able to deliver specialized or rigorous academic courses and curricula using technology, including digital learning technologies.

JCSD will use Title IV funds to reach the overall goal of providing students and school staff with the following activities to ensure the effective use of technology:
1. Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement
2. Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology

It is intended that these additional technology-enhancing activities will aid students and staff with promoting the effective use of technology throughout JCSD.

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - LEA Plan - Rev 0

* 1. Describe how the LEA will ensure the information provided to parents is in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. Sec. 1112(e)(4) and Sec. 1116(e)(5)

Utilizing multiple communication modes, JCSD will take every opportunity to ensure that parents, community members, and other stakeholders receive timely communications. These communication modes include, but are not limited to, news outlets, monthly/quarterly Superintendent newsletters, district/school websites, school messaging system, newspaper, live/taped school board meetings, award ceremonies, parent nights, flyers, brochures, interpretation/translation service, and other local school social media platforms. All written communication will be translated in the language identified and requested in the parent's home language survey. Additionally, a translator is available via our website, to ensure that all district and school information posted to the general public is accessible in an understandable language.

* 2. Describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of Title I served schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Sec. 1116(a)(2)(B)

The LEA will provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I served schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance by ensuring that each of the seven Title I schools in JCSD have access to current evidenced-based research regarding engaging families and parents in aiding in their student's success. Each school will have access to both online and in-person PD opportunities that will be provided by the district to increase ideas to meet the needs of all parents and families. District and local administrators will consistently collaborate on how to improve parent and family engagement during administrative meetings.

Community partners, such as Chevron, Ingalls, Junior Auxiliary, and local daycares are consistently receiving school and district updates from school counselors, the CTE director, and the Superintendent weekly and monthly school board reports via social media and newsletter. These updates allow for all stakeholders to have an opportunity to engage in a variety of areas to assist with supporting Title I schools, especially with parent and family engagement activities. Some of these organizations give of their time and expert knowledge to enhance parent and family engagement activities.

* 3. Describe how the LEA will coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs. Sec. 1116(a)(2)(C)

The LEA will coordinate and integrate parent and family engagement strategies with law enforcement, child/welfare agencies, health agencies, and parent resource centers to ensure that parents have an opportunity to have access to and knowledge of resources available from federal, state, and local agencies. Local school principals and school counselors will work to ensure that information is organized and communicated to parents as needed.

Working with the JCSD EL department, Homeless and Foster POC, and Special Education Director, the LEA will work to ensure that PFE strategies are shared with all departments during administration meetings. All departments will work together to disseminate valuable program information with parents during school open houses or parent nights or at other events held by departments that solicit parent attendance. Moreover, EL teachers work with each school they serve at and participate in all parent and family engagement programs to ensure that parents are reached for both served and monitored students.

The LEA offers technical assistance through on-site coaching, virtual support sessions, and annual training for principals, teachers, and parent liaisons. These sessions focus on building capacity in appropriately responsive communication, effective outreach strategies, and fostering partnerships that support student achievement.

To support effective implementation, the LEA supplies schools with sample parent at-home toolkits. Schools are encouraged to customize these resources to meet the specific needs of their families and communities. Moreover, schools are encouraged to link the district-level Parent E-Tips to their social media platforms and district website.

The LEA monitors the quality and impact of family engagement activities through school reports, parent surveys, and participation data. Feedback is reviewed during annual/bi-annual meetings to guide improvements and ensure alignment with federal and state expectations.

4. How does the LEA annual evaluation of the effectiveness of the parent and family engagement policy address the following:

* a. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Sec. 1116(a)(2)(D)(i)

The annual Comprehensive Needs Assessment along with school board meetings affords parents and community members with a vehicle to provide feedback about barriers to parent's activities. Meetings notices and survey link dissemination are extensively advertised on all school/district social media platforms and websites. Parents and families have an opportunity to voice concerns and to express barriers with through survey, email, phone call, or in-

person meeting.

Barriers are identified through parent feedback and/or other reports made to educational leaders throughout the school district. Currently, the parents living in rural areas throughout our district have expressed that access to internet services is a barrier to non-traditional schooling. Most of these parents have expressed their support for in-person, face-to-face school. However, the district has sought to remedy barriers to education for these students, such as adding access points at every school so that in case school closing is inevitable, students and their parents will be able to have access to internet services in every school parking lot throughout the district. Title planning committees throughout the district will ensure that all parent concerns are brought forward, and the committee will seek to provide solutions to remedy deficiencies.

* b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. Sec. 1116(a)(2)(D)(ii)

As we strive to meet the needs of these stakeholders, we are always seeking opportunities to involve them all. Currently, each of our Title I schools host at least one parent night, which is informative and the beginning of a positive bond with parents and community members. We also have outreach programs in which lower elementary school counselors host a Kindergarten preview day for parents and families. Other transitional activities are done throughout the year to familiarize parents with their child's new school environment. Partnerships in education have been formed with businesses, churches, and daycare facilities, to encourage their support of all of JCSD local schools.

Using Parent Square and SAM7 ActiveParent, parents are communicated with every quarter to ensure that the needs of all students are addressed. During these structured conversations, parents are given specific information for their student's learning, and they are given an opportunity to express concerns. Additionally, teachers, school counselors, and administrators will identify student needs that can be addressed by equipping parents with resources and information. Currently quarterly structured conversations with parents have afforded parents with the space and opportunity to candidly express concerns about their needs with assisting their student with learning

* c. Strategies to support successful school and family interactions. Sec. 1116(a)(2)(D)(iii)

During LEA administrative meetings, local and district leaders discuss strategies to encourage parental support and family interactions.

All parent and family engagement strategies are evaluated for their effectiveness twice annually. Parents, teachers, and administrators are given an opportunity to provide feedback in the comprehensive needs assessment and currently there are no identified areas of improvement. However, if improvements are ever needed, the JCSD will convene an administrator meeting to discuss the area of improvement. Solutions will be discussed in these meetings and policy revisions and/or procedures will be revised and implemented. The LEA supports the use of regular two-way communication between families and school staff through parent portals, newsletters, mobile apps, and scheduled parent-teacher conferences and "structured conversations". Schools provide flexible meeting times and virtual options to accommodate families' work schedules. To strengthen these interactions, the Curriculum and Instruction department offers professional development for teachers and school leaders on effective family engagement practices. Simultaneously, parents are provided with academic workshops, family resource materials, and strategies to support learning at home. Parents are encouraged to participate in school-level decision-making through advisory councils, Title I planning meetings, and school improvement teams. These opportunities empower families to be active partners in shaping school policies and practices.

* 5. What process will be used to ensure the use of evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies? Sec. 1116(a)(2)(E)

Parents and other community stakeholders will be encouraged to attend the annual District Title I meeting and their local school Title I meetings to ensure that all parent and family engagement activities are appropriate and effective. Moreover, district and school leaders will attend workshops, conferences, or other educational meetings to increase knowledge of evidence-based strategies for effective parental involvement. Policy revisions will occur at the district-level when newly formed district initiatives are mandated.

Using the What Works Clearinghouse to determine if effective parent-family engagement activities used in JCSD are evidence-based PFE strategies. If ineffective strategies are outlined in policy, a revision/updated will be put before the school board for discussion and approval. Currently our district utilizes structured conversations to ensure effective parent and family engagement.

There are always opportunities to continue to strengthen the relationship between schools and parents. Since parents and school staff both share in the responsibility of preparing students to be productive and responsible, our schools will sponsor several activities to encourage parents to become involved in their students' lives. Each of our parent nights will display their child's talents and provide them with evidence-based strategies to help their children at home. Our computer-based learning program, which is an evidence-based tool, will provide parents with a resource to help their student with difficult academic content. Parents sole responsibility in this instance is to provide the oversight needed for their student to utilize the program. We want to connect with parents and engage them in their child's learning experience, and sustain their involvement by giving them a participatory role.

This participatory role is extended through the use of & "structured conversations". All JCSD Title I schools create

“structured conversations” between teachers and parents about student learning multiple times per year. Teachers provide detailed information and training, especially during parent nights, which increases family engagement. Parents’ informed coaching efforts at home contribute to students’ improvement in reading and math. “Structured conversations” provide parents with information about their student’s performance, demonstrate skills taught in the classroom, allow parents to practice the activities together in small groups, and help parents set academic goals for their child.

Structured conversations are Tier 2, Moderate,
Source: https://dera.ioe.ac.uk/12360/1/DFE-RR176.pdf
*Structured conversation success In terms of the structured conversations with parents, schools used the suggested model of practice as a vehicle for changing home-school relationships. Success was seen where a collaborative relationship – involving a two-way exchange of information, ideas, aspirations and concerns – was formed.Schools expressed determination to involve the most ‘hard to reach’ parents, and were extremely creative and flexible in the approaches they used in this regard. Finally, in relation to developing provision for wider outcomes, schools implemented an extraordinary range of approaches and strategies. A recurrent theme was that the nature of the work undertaken was determined very much by local contexts and circumstances and the needs of pupils within each school.

Source #1:
https://www.academia.edu/4287432/Developing_positive_school_home_relationships_through_structured_conversations_with_parents_of_learners_with_special_educational_needs_and_disabilities_SEND_
In this case study several schools mirror the Jackson County School districts Title I schools who have high free and reduced lunch recipients and are located in both rural or urban. Similar to our schools, parent participation among students who are at-risk (or who have special educational needs) is lower than those who are considered regular. Structured conversations with parents have been deemed successful for working with schools with lower percentages of parental support. JCSD has 13.8 percentage of special education population.

Parents play a crucial role in their children’s education, and their active involvement can lead to better outcomes. However, evidence suggests that parental engagement and confidence among perhaps the most vulnerable group of learners –those with special educational needs and disabilities (SEND) – may be lower than for those without difficulties. We report on research exploring a model for developing positive home–school relationships, known as ‘structured conversations with parents’, which was implemented as part of a comprehensive intervention to improve outcomes for learners with SEND (the Achievement for All pilot). Our research design utilized both quantitative and qualitative elements, including school-level surveys, parent questionnaires, interviews with key personnel and stakeholders, and case studies of pupils/parents in participating schools across 10 local authorities in England. Our analyses suggest that the structured conversations with parents were successful in achieving their intended outcomes, albeit with important caveats in relation to issues of individual differences, implementation fidelity/adherence and sustainability

Source #2:
https://www.headteacher-update.com/best-practice-article/structured-conversations-to-engage parents/66856#:~:text=The%20structured%20conversations%20approach%20requires,enhance%20their%20chances%20of%20success.
The school in this case study mirrors JCSD, in that most of our schools have 20 to 30 percent of parents who do not participate in parental involvement activities. Moreover, this case study mirrors several schools in Jackson County School districts Title I schools who have high free and reduced lunch recipients and are located in both rural or urban areas.
*Through structured conversations, many schools have been able to develop really effective partnerships with parents, get them more involved in their children’s learning, develop effective learning targets and develop more individualized approaches to learning. The results of this approach have been startling. For example at Tredworth Junior School (see case study) in a deprived part of central Gloucester, 87 per cent of pupils on free school meals have achieved Level 4 plus in English and maths compared to 68 percent nationally. Persistent absenteeism dropped from 12.6 per cent to just over eight per cent in a year. Structured conversations were at the center of Tredworth’s work with parents. Below is the Tredworth Junior School Case Study:

Case study: Tredworth Junior School
Tredworth was the lowest achieving school in Gloucestershire when Andy Darby became headteacher in 2002. His first priority was to improve engagement with the 35 per cent of parents who at the time had little to do with the school.

“For me it was key we improved the parents’ knowledge of what the children were up to at school,” he said. “We needed to empower them to ask questions of the school and challenge us as well.”
By 2009 parental engagement was up to 85 per cent. This was good progress but Tredworth still had a sizeable proportion of “hard-to-reach” parents.
It was then that Tredworth began using the structured conversations approach as part of the Achievement for All programme as the bedrock of its parental engagement strategy.

Teachers are regularly given a day away from the classroom for a series of 30-minute in-depth conversations.
Teachers learn how to recap a conversation, summarise complex or convoluted points that both sides understand, and set targets. Parents can leave their pre-school children in a crèche at the school during the meeting.
“The basic premise of structured conversations is simple but Achievement for All gave us a structure and a methodology for taking our parental engagement work forward,” Mr Darby explained. “In fact, it has become the model for parental engagement for the entire school.”
Parents of every pupil in the school are invited into the school for a structured conversation with the teacher twice a year. For years 3 to 5 this is increased to three times a year. The parental discussions always involve the child’s class teacher and the teaching assistant.
Once a year the child is invited into the meeting to discuss how objectives have been met and to set new binding targets for the next academic year.
This level of commitment takes a teacher out of class for at least two days a year but the supply cover cost is covered by Pupil Premium funding attracted by pupils on free school meals.
Parent attendance at Tredworth’s structured conversations is now 97 per cent. Attainment of pupils with SEN and/or disabilities is above average for every year group. For example, 81 per cent of pupils classified as having SEN and/or disabilities achieved key stage 2 Level 4 or above in English and maths in 2012. The national average was 46 per cent.
It is the same story for pupils who qualify for free school meals. The figure was 87 per cent for free school meals pupils – well above the 68 per cent national average. Persistent absenteeism across the school has now dropped – from 12.6 per cent in 2011 to eight per cent in 2012.

* 6. Describe how the LEA will involve Title I, Part A parents in the development, revision, and review of the parent and family engagement policy. Sec. 1116(a)(2)(F)

The LEA will solicit parent participation in the development, revision, and review of the current parent and family engagement policy during the annual Title I meetings throughout the district. Parents and other community stakeholders will be encouraged to attend the annual District Title I meeting and their local school Title I meetings to express their concerns and opinion and to ensure that all parent and family engagement activities are appropriate and effective. Each school principal, teacher, and other educational leaders share Title meeting notifications via several communication mediums to include Facebook, JCSD district and website, Remind, Parent Square and other parent-teacher communication tools to allow parents an opportunity to discuss and revise the JCSD PFE policy. Parents of all student groups are contacted via email and parent messaging services

794

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - LEA Plan - Rev 0

* Summarize the successes of schools within the LEA and what contributed to it.

As our motto states, we are raising the standard in Jackson County School District. We are focusing on improving student achievement, providing sound financial management, improving facilities and infrastructure, ensuring a positive educational experience for our students, and demonstrating effective leadership. We are seeing a steady increase in our scores each year, which is very encouraging. We have filled vacancies with highly effective and capable professionals, who help and contribute to the improvement of all aspects of our district. Improvements are noted in district-wide student achievement, professional development, facilities, and leadership. Our scores rank in the top 10% of the state and we are a A school district. Moreover, there is a continuous focus on transparent leadership, which has allowed stakeholders to engage in discussions and make significant suggestions to improve facilities, academic activities, and educational experiences. Ultimately, our strategic planning process is working well. We have superb buy-in from our stakeholders, and they know that their voices are being heard. Teachers, paraprofessionals, and other instructional leaders are vital to the overall success of our students. It is essentially due to their effectiveness that we have maintained a school rating of an A and a steadily increasing graduation rate of all students including our homeless, ELs, special education, and other at-risk student groups.

* Summarize the challenges of schools within the LEA and what contributed to it.

With diverse demographics, cultures, and academic-levels throughout the JCSD, the LEA is faced with a few challenges. It is the goal of the JCSD to aid students in matriculating through the K-12 educational process with minimal discipline, behavioral, or mental health issues. With the increase of our special education population and mental health referrals, a need for additional social-emotional learning resources is needed, along with additional positive behavioral and mental health personnel. Additionally, it is the goal of the LEA to increase the number of seniors graduating and receiving scholarships. Students who have suffered from low ACT scores or who have fallen behind in their coursework will need additional ACT coaching/tutoring and academic guidance counseling.

* List, in order of priority, the areas of need as identified through the comprehensive needs assessments. Prioritizing needs by identifying the most critical areas where the creation of goals and strategies will be developed from.

1. Continue to improve student achievement and close the achievement gaps with the use of the diagnostic software and blended learning opportunities to ensure that students are college and career ready.
2. There is a need to continue our literacy and instructional technology training for all teachers.
3. Continue to provide professional development programming to improve instruction and student engagement in science, technology, engineering, and mathematics
4. Continue to promote access to accelerated learning opportunities (including Advanced Placement and Dual Credit)
5. Continue to increase student ACT scores throughout all three attendance centers.
6. Continue to meet instructional staffing needs throughout the district

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - LEA Plan - Rev 0

Plan Items ( )

G 1) Improving Student Achievement in ELA and Mathematics

Description:

All students will reach high standards by increasing our student proficiency rating by 3% in ELA and mathematics on the MAAP in grades K-5 for the 2025-2026 school year.

Performance Measure:

The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in ELA and mathematics on the State's assessment will increase by 3%. (Note: These subgroups are those for which the ESSA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)

S 1.1) Prevention/intervention (ELA & Mathematics)

Description:

Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in English/Language Arts and Mathematics as evidenced through an A rating for the district in the 2025-2026 school year as measured by the MDE accountability rating results.

796

AS 1.1.1) Provide mathematical supplementation, intervention, and tutoring to students who are struggling in core subject areas of reading and mathematics.

Description:

East Central Upper Elementary, Vancleave Lower Elementary, St. Martin North Elementary, St. Martin East Elementary, Vancleave Upper Elementary, St. Martin Upper Elementary, and East Central Lower Elementary, along with a district set aside, will use Title I funds to pay all or a portion of salaries/benefits for school-level instructional interventionists and paraprofessionals who will work with students and teachers in the areas of remediation and/or interventions for students struggling in core academic subjects.

Benchmark Indicator:

Increase student achievement in math and reading by 3% scoring proficient or above for all students as evidenced on the 2025-2026 MAAP in grades K-5.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL Coordinator Salary & Benefits	$89,740.21
	Title I-A	Private school requirement	$28,082.10

	Title I-A	TA Salaries and benefits	$606,104.76
	Title I-A	TST interventionist salary & benefits	$452,602.60
	Title I-A	At-Risk Interventionist salary and benefits	$56,053.15
		Total	$1,232,582.82

AS 1.1.2) Instructional and educational materials will support instructional efforts of all students and effective instruction.

Description:

Title I funds will be used to purchase supplemental instructional and educational materials used to fully support all students in the MS curriculum and develop effective instruction as evidenced by an A rating for the Jackson County School District based on the 2025-2026 school year. School and district level funds will be used to support instruction via purchases through a variety of vendors and suppliers. Software, manipulatives, instructional supports and motivational speaker will be purchased to help all students better understand mathematical and ELA concepts as evidenced by an increase of 3% on the mathematical and ELA portion of the MAAP in grades K-5.

Benchmark Indicator:

Increased student achievement in the area of mathematics as evidenced by an increase of 3% on the mathematical portion of the MAAP in grades K-5.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Instructional Supplies and Materials	$6,080.87

797

S 1.2) Technology hardware and software are needed to enhance learning.

Description:

The District and school level Title I funds will be used to purchase computers, laptops, hardware, interactive boards, printers, tablets, computer books, and/or other technology to increase and enhance instruction and learning capacity for teachers and students.

AS 1.2.1) Technology equipment and instructional software to increase student achievement and parent communication.

Description:

Local schools will purchase technology equipment and instructional software to increase student achievement and parent communication.

Benchmark Indicator:

Increased student achievement in English/Language Arts and mathematics by 3% for all student subgroups on the MAAP in the 2025-2026 school year.

Person Responsible:

School Principal

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Technology equipment (SMNE)	$5,000.00
	Title I-A	EL Technology equipment	$1,349.47
		Total	$6,349.47

S 1.3) Safety and Security of Students

Description:

Security efforts to enhance prevention, identification, and intervention as a means of insuring a safe, drug-free environment for the student population.

798

AS 1.3.1) Security efforts to enhance prevention, identification, and intervention as a means of ensuring a safe, drug-free environment for the student population.

Description:

District Title funds will fund basic personal hygiene kits, uniforms, and educational supplies for those students who meet the criteria of homeless. Tutorial services will also be offered. Additionally, Title funds will help provide safe and healthy students by helping decrease the use of drugs among students in our schools. The safe and healthy funds will purchase vaping, mental health, bullying, and violence prevention materials, software, and supplies.

Benchmark Indicator:

Increased student achievement and increased growth by 3% in all students and subgroups on the MAAP for the 2025-2026 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Homeless Instructional Supplies	$1,675.00
	Title I-A	Homeless Liaison salary and benefits	$10,110.43
		Total	$11,785.43

S 1.4) District Assessment, Data Collection, & Analysis

Description:

Develop, collect, and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

AS 1.4.1) Provide School and District Data and Status

Description:

District Title funds will be used to conduct an annual needs assessment. This will culminate in a compilation of survey results complete with analysis. The surveys will go out to community members, parents, teachers, and students. The results will be used to drive the district and school-level Title I plan needs and revisions for the 2025-2026 school year.

Benchmark Indicator:

Increased student achievement and growth by 3% in all core academic areas and student subgroups on the MAAP for the 2025-2026 school year.

Person Responsible:

Federal Programs Director

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Consolidated Cost Pool	Annual assessment, document storage, and supplies	$21,245.00

799

AS 1.4.2) Support for Schoolwide Title I Plan Implementation

Description:

The Local School Title I facilitator will target specific academic deficits of students using disaggregated results from the needs assessment process done through a collection of data and surveys. Additionally, he or she will support the Title I program needs within the local school.

Benchmark Indicator:

Increased student achievement and growth by 3% in all core academic areas and student subgroups on the MAAP for the 2025-2026 school year.

Person Responsible:

Local School Title I Facilitator

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Local School Title I Facilitator Salary/Benefits	$8,604.73

S 1.5) Increase Family Education and Involvement (Reading & Mathematics)

Description:

Provide workshops, materials, and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading and mathematics. Subjects such as, how to help with homework, use technology in learning, math night, interpreting district and state assessment scores, and learning to speak English are types of workshops to involve families in the instructional process of the school.

AS 1.5.1) Parent Involvement Activities

Description:

School and district Title funds will be used to provide presenters for parent workshops, supplies for family reading nights, math nights, parent communication mediums, supplies for reading fair workshops, home access to educational software, and other resources for parents. The district funds will be used to involve parents in the decision-making process and strategic planning of the district, which includes SMART goals for the 2025-2026.

Benchmark Indicator:

The district will increase student achievement in all core academic areas for all subgroups as measured by the MAAP taken during the 2025-2026 school year by 3%.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Parental Involvement supplies	$16,975.63

800

S 1.6) Address teaching and learning needs related to academic problems of low achieving students.

Description:

Target specific academic deficits of students using disaggregated results from the needs assessment process done through a collection of data and surveys.Support the federal program needs within the district.

AS 1.6.1) Support for Federal Programs administrative expenses

Description:

District Title I, II, IV funds will be used to pay all or a portion of the salaries and benefits of a Federal Programs Director and a Federal Programs Coordinator. These employees will support the district and school initiatives through administrative and clerical duties. Additionally, district Title funds will be utilized to purchase office and training supplies, and computer software as needed to provide support to school and district-level improvement initiatives.

Benchmark Indicator:

Increased student achievement in core academic areas by 3% on the MAAP in the 2025-2026 school year.

Person Responsible:

Federal Programs Director

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Consolidated Cost Pool	Annual ad for Budget	$50.00
	Consolidated Cost Pool	Dues and registration fees	$1,500.00
	Consolidated Cost Pool	Salary and Benefits	$169,025.00
	Consolidated Cost Pool	Travel for Federal Programs	$3,000.00
		Total	$173,575.00

G 2) Improving Reading/Language Arts

Description:

All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts on the MAAP in the 2025-2026 school year.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment will increase by 3%. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).)

801

S 2.1) Prevention/intervention (Reading/Language Arts)

Description:

Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading/language arts, which includes writing.

AS 2.1.1) Provide tutoring and interventions to students.

Description:

East Central Upper Elementary, Vancleave Lower Elementary, St. Martin North Elementary, St. Martin East Elementary, Vancleave Upper Elementary, St. Martin Upper Elementary, and East Central Lower Elementary use Title I funds to pay all or a portion of the salaries/benefits for school-level TST Interventionists, Tutors, and/or Paraprofessionals that will work with students and teachers in the areas of remediation and/or interventions for students struggling in core academic subjects.

Benchmark Indicator:

Increased student achievement in English/Language Arts and mathematics by 3% for all student subgroups on the MAAP in the 2025-2026 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Tutor Salaries and benefits	$86,828.63

AS 2.1.2) Address teaching and learning needs related to academic problems of low achieving students, specifically English learners.

Description:

Target specific academic deficits of students using disaggregated results from the needs assessment process.

Benchmark Indicator:

Increased student achievement in reading and language arts by 3% for all EL student subgroups on the MAAP in the 2025-2026 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL instructional software and supplies	$14,560.00

802

AS 2.1.3) Address teaching and learning needs related to academic problems of low achieving students, specifically English Learners.

Description:

Students who meet the criteria as English Learner will receive support from an EL Coordinator and EL teacher/tutor. The district will use Title I funds to help fund additional salaries and benefits for an EL Coordinator and EL teacher/tutor. Also, EL student and instructional supplies will be funded with district Title I funds. This will include software, picture dictionaries, and license renewals and other instructional supplies.

Benchmark Indicator:

Increased student achievement for EL students on all state assessments by 3%.

Person Responsible:

EL Coordinator

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL local travel and registration fees	$1,000.00
	Title I-A	EL staff salaries & benefit	$133,274.36
		Total	$134,274.36

AS 2.1.4) Administrative and District Support

Description:

Title II funds will be used to fund three Curriculum Specialist at both the elementary and secondary levels and to fund two Educational Technology Specialist to serve schools throughout the district. The Curriculum Specialist, and Educational Technology Specialist will provide support to teachers and principals who lack effectiveness in their instruction and instructional technology, and school leadership. All of the above mentioned Title II personnel will support and mentor new teachers and new principals. They will work with school and grade level PLC's to monitor student progress and determine instructional effectiveness and ensure that teachers know how to utilize technology effectively. These employees will support the district and school initiatives through administrative, instructional, instructional support, and clerical duties.

Benchmark Indicator:

Earn a district rating of an A, which is based on improving student achievement in core academic areas in the 2025-2026 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title II-A	Salaries and benefits for Title II Personnel	$311,863.00
	Title IV-A	Salary and Benefits for Educ Tech Specialists	$18,434.00
		Total	$330,297.00

803

G 3) Highly Qualified Teachers- Professional Development

Description:

All students will be taught by 'highly effective' teachers receiving high quality professional development.

Performance Measure:

100% of teachers will be highly qualified, capable, and effective as measured by the accreditation report and MDE reports for the 2025-2026 school year.

S 3.1) High quality professional development of instructional staff

Description:

Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

AS 3.1.1) Professional Development Opportunities will enhance teacher capabilities.

Description:

804

District and school level Title I, II, and IV funds will be used to fund high-quality, scientifically research-based professional development opportunities. Examples are teacher and principal training by Assistant Superintendent of Curriculum and Instruction, Curriculum Specialist, Educational Technology Specialist, and on-site PD provided by other vendors. Additionally, teachers may participate in specialized off-campus educational conferences/trainings. Teachers who will participate in these trainings will focus on improving instruction and learning for all students as well as closing all achievement gaps in the 2025-2026 school year.

Benchmark Indicator:

Teachers will increase effective instruction and will be measured by student achievement in math and English/language arts on the MAAP for the 2025-2026 school year with an increase of 3%.

Person Responsible:

School Principals/District

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	EL onsite PD and PD for new software	$800.00
	Title I-A	SMNE Off site PD travel and registration fees	$16,983.06
	Title IV-A	Offsite PD for counselors	$6,000.00
	Title IV-A	Onsite & Virtual PD for counselors	$48,706.00
		Total	$72,489.06

G 4) Increase the graduation rate.

Description:

Increase Student Achievement by producing more students who are college and career ready.

Performance Measure:

The 2025-2026 percentage of students graduating from JCSD will be at or above 89%.

S 4.1) Prevention/intervention (Reading & Mathematics)

Description:

Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics. Title IV will be used to support an increased graduation rate as well as college and career readiness standards. Students will take AP classes but they often do not take the AP assessments that would provide college credit for them after they graduate. We often have many students who do not benefit from dual credit and dual enrollment due to the expense. To ensure all students have the opportunity to graduate from high school with an HS diploma, we will focus on providing opportunities in these areas.

AS 4.1.1) Increase Achievement

Description:

Increase graduation rates by .05% and college and career readiness standards at the high school level as measured by the results on the ACT scores for the 2025-2026 school year.

Benchmark Indicator:

Increase graduation rates by .05% and college and career readiness standards at the high school level as measured by the results on the ACT scores for the 2025-2026 school year.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A	College and Career Readiness counseling supplies	$1,000.00

805

AS 4.1.2) Increase AP and Dual Credit enrollment for low-income students

Description:

Increasing the enrollment of low-income students in accelerated courses such as Advanced Placement (AP) and Dual Credit courses by ensuring that all fees are paid for these accelerated courses.

Benchmark Indicator:

An Increase in the enrollment in accelerated courses such as Advanced Placement (AP) and Dual Credit Courses for classified as low-income students by 3%.

Person Responsible:

School Principals

Estimated Completion Date:

6/30/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title IV-A	Dual Credit Student Fees	$51,000.00

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - LEA Plan - Rev 0

Optional Documents		
Type	**Document Template**	**Document/Link**
Revision Letter	N/A	
Revision Form	N/A	

JACKSON CO SCHOOL DIST (3000) Public District - FY 2026 - LEA Plan - Rev 0

☑ * The Local Education Agency (LEA) hereby assures the Mississippi Department of Education (MDE) that the LEA will:

Title I, Part A

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. Sec. 1112(c)(1)

2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. Sec. 1112(c)(2)

3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). Sec. 1112(c)(3)

4. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Sec. 1112(c)(4)

5. Collaborate with the State or local child welfare agency to-

(A) Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency. Sec. 1112(c)(5)(A);

(B) By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:

i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)). Sec. 1112(c)(5)(B)(i)

ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if:

a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation.

b. The local educational agency agrees to pay for the cost of such transportation.

c. The local educational agency and the local child welfare agency agree to share the cost of such transportation. Sec. 1112(c)(5)(B)(ii)

6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Sec. 1112(c)(6)

7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). Sec. 1112(c)(7)

Title II, Part A

8. The local educational agency will comply with section 8501 (regarding participation by private school children and teachers). Sec. 2102(b)(2)(G)(i)

9. The local educational agency will coordinate professional development activities authorized under Title II, Part A with professional development activities provided through other Federal, State, and local programs. Sec. 2102(b)(2)(G)(ii)

Title III, Part A

10. Each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application. Sec. 3116(b)(4)(A)

11. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126. Sec. 3116(b)(4)(B)

12. The eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan. Sec. 3116(b)(4)(C)

13. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. Sec. 3116(b)(4)(D)

Title IV, Part A

14. The local educational agency, or consortium of such agencies, will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that are among the schools with the greatest needs, as determined by such local educational agency, or consortium.

15. The local educational agency, or consortium of such agencies, will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that have the highest percentages or numbers of children counted under section 1124(c).

16. The local educational agency, or consortium of such agencies, will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i).

17. The local educational agency, or consortium of such agencies, will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that are implementing targeted support and improvement plans as described in section 1111(d)(2).

18. The local educational agency, or consortium of such agencies, will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that are identified as a persistently dangerous public elementary school or secondary school under section 8532.

19. The local educational agency, or consortium of such agencies, will comply with section 8501 (regarding equitable participation by private school children and teachers).

20. The local educational agency, or consortium of such agencies, will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107 for LEAs receiving more than $30,000.00.

21. The local educational agency, or consortium of such agencies, will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108 for LEAs receiving more than $30,000.00.

22. The local educational agency, or consortium of such agencies, will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b) for LEA receiving more than $30,000.00.

23. The local educational agency, or consortium of such agencies, will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under well-rounded educational opportunities, safe and healthy students, and effective uses of technology.

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

(MCAPS) Mississippi Comprehensive Automated Performance-based System

Board Approval Signature Page

School District Name: *(Jackson County School District)*

The following people have reviewed the attached automated plan for the implementation of the federal programs included in MCAPS.

By submitting this automated plan, the local education agency representatives assure that the plan has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this plan for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this plan. By signing this page, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances within this automated plan.

The signatures below indicate approval of the expenditures and assurances described, including the budget pages.

Required Signatures:

Mr. David Baggett

Superintendent (Typed Name and Signature) Date E-mail address

Mr. Keith Lee

LEA Board President (Typed Name and Signature) Date E-mail address

Dr. Kimberly Williams Kimberly Williams 11/17/2025 Kwj2420@jcsd.ms

Title I Director/Coordinator (Typed Name and Signature) Date E-mail address

Highlights of the FY26 Consolidated Application (Title I, II, IV, & Cost Pool)

Title I

- Funding for 1 full-time EL teacher salary/benefits at 100%, 2 part-time EL tutors (certified) salary/benefits at 100%, & 1 part-time EL Coordinator salary/benefits at 100%
    - EL department supplies & technology
    - EL program management software & professional development
    - EL travel and registration fees for related conferences, as mandated
- Funding for Title I school initiatives to include the following:
    - Teacher Support Team personnel salaries/benefits (1 per campus at 100%)
    - Title I Local School Facilitator supplement (1 per campus at 100%)
    - Title I Teacher Assistants salaries/benefits at 100%
    - Title I tutors salaries/benefits at 100%
    - Interventionist(s) salaries/benefits at 100%
    - Supplies
    - Instructional Technology
    - Professional Development off-site registration & travel
- Funding for Parental Involvement activities
    - Family Reading Nights
    - Parent Workshops
    - Parent Communication supplies
    - Family Literacy Activities
    - Student Activity Supplies
- Funding for the Homeless Liaison salary/benefits at 25%
    - Homeless student instructional supplies
- Funding for private school set aside (40 students)

Title II

- Funding for 3 Curriculum Specialist salaries/benefits at 100%
- Funding for 2 Educational Technology Specialist salaries/benefits at 85%

Highlights of the FY26 Consolidated Application
(Title I, II, IV, & Cost Pool)

Title IV

- Funding for 2 Educational Technology Specialist salaries/benefits at 15%
- Funding for Advanced Placement (AP) and Dual Credit course fees for low-income students to ensure that all students have access to a well-rounded education (Drastically reduced)

Dual Credit	1st	2nd	
ECHS	$10,790.00	$4,075.00	
SMHS	$0	$9,120.00	
VHS	$10,940.00	$10,940.00	TOTAL
TOTAL	$21,730.00	$24,135.00	Approximately $46,000.00

AP	1st	2nd	
ECHS	$0.00	$1,485.00	
SMHS	$583.00	$2,915.00	
VHS	$0.00	$0.00	TOTAL
Estimate	$583	$4,400.00	Approximately $5,000

- Funding for School Counselor Professional Development on-site & off-site
- Funding for Mental Health/School Counselor coaching services
- Funding for Mental Health/School Counselor supplies

Cost Pool

- Funding for the Federal Programs Director salary/benefits at 50%
- Funding for the Federal Programs Coordinator salary/benefits at 100%
- Funding for Annual CNA, Title1Crate, & newspaper ad
- Funding for Federal Programs registration & travel for federally mandated conferences
- Funding for Grant Administrative supplies

School	FY25 Title I Allocation (PPA)	Parent/Family Engagement Allocation	Total Allocation	PROJECTED FY26 Title I PPA	PROJECTED Parent/Family Engagement	PROJECTED Total Allocation	Difference of Total Allocation (FY25-FY26)
St. Martin North Elementary	$254,294.38	$2,580.50	$256,874.88	$199,719.00	$2,400.00	$202,119.00	$54,755.88
St. Martin Upper Elementary	$250,451.14	$2,580.50	$253,031.64	$195,110.10	$2,400.00	$197,510.10	$55,521.54
Vancleave Upper Elementary	$129,389.08	$2,580.50	$131,969.58	$101,907.90	$2,400.00	$104,307.90	$27,661.68
East Central Lower Elementary	$214,580.90	$2,580.50	$217,161.40	$170,529.30	$2,400.00	$172,929.30	812 $44,232.10
Vancleave Lower Elementary	$247,248.44	$2,580.50	$249,828.94	$204,327.90	$2,400.00	$206,727.90	$43,101.04
St. Martin East Elementary	$263,902.48	$2,580.50	$266,482.98	$205,352.10	$2,400.00	$207,752.10	$58,730.88
East Central Upper Elementary	$196,005.24	$2,580.50	$198,585.74	$161,311.50	$2,400.00	$163,711.50	$34,874.24

Jackson County School District

Office of Operations and Support

November 17, 2025

To: Jackson County School District Board Members

From: Chris LeBatard

Subject: Request For The Operations Department To Purchase Trucks

I am requesting Board approval to allow the Operations Department to purchase two new trucks. These trucks will be mixed into our fleet of trucks that we use everyday.

The two trucks that I am requesting to purchase are both on the State Vehicle Contract.

*2026 Dodge Ram 1500 Crew Cab 4x4 with State Contract price of $39,244.

*2026 Dodge Ram 1500 Crew Cab 2x4 with State Contract price of $35,252.

Thank you in advance for your consideration.

Sincerely,

Chris LeBatard

Assistant Superintendent of Support

STANDARD/OPTIONAL EQUIPMENT FORM **2025-2026 State Vehicle Contract**

DESCRIPTION: TRUCK STD CREW CAB 4 WHEEL DR 8CYL
VENDOR: Kirk Auto World
ITEM NO.: **070-48523110**
MAKE/MODEL 2026 Dodge Ram 1500
ENGINE:
PRICE INCLUDING TITLE FEE: **$38,972.00**

Miles Per Gallon	
City	
Hwy	
Combined	

Contract No:	8200083382
Contact Person	WES HERRING
Phone:	601-503-4534
Toll Free:	
Fax:	WES@KIRKAUTOMOTIVE.COM
	RANDYS@KIRKAUTOMOTIVE.COM

LIST FACTORY COLORS AVAILABLE AT **NO** CHARGE:
BRIGHT WHITE
LIST FACTORY COLORS AT **ADDITIONAL** CHARGE: $272
Billet Silver Granite
Black Crystal Forged Blue
Hydro Blue

WARRANTY INFORMATION:
5 YR 100000 MILE
Delivery: $2.25 per mile from dealership to agency
Delivery Method: Vehicle will be driven by a dealership employee
Vendor Liability: Vendor is liable for any damages that occur during delivery
until the vehicle arrives at the agency destination and is accepted by the agency
Agency Inspection: Agency shall conduct a full inspection of the vehicle prior to acceptance of delivery

ITEM		OPTION CODE	DEALER COST	REQ. OPTION CODE
List optional engines:				
V-8 HEMI		27A	$ 2,664.00	
Air Conditioner:Factory installed w/ tinted glass		**INC**		
Bumper: standard front; heavy duty step type rear		**INC**		
Engine 6 or 8 cycl;gasoline		**INC**		
Power Brakes		**INC**		
Power Steering		**INC**		
Radio, AM/FM		**INC**		
Transmission: Automatic		**INC**		
Power windows and door locks		**INC**		
Tilt/Cruise Control		**INC**		
Keyless Entry		**INC**		

OPTIONS		OPTION CODE	DEALER COST	REQ CODES
TRAILER BRAKE CONTROL		XHC	272	
33 GALLON FUEL TANK		NFF	409	
BLACK SIDE STEPS		MRU	640	

STANDARD/OPTIONAL EQUIPMENT FORM **2025-2026 State Vehicle Contract**

DESCRIPTION: TRUCK STD CREW CAB 2 WHEEL DR 8CYL
VENDOR: Kirk Auto World
ITEM NO.: **070-4852310-9**
YR/MAKE/MODEL 2026 Dodge Ram 1500
ENGINE: 3.6 L V-6
PRICE INCLUDING TITLE FEE: **$34,980.00**

Miles Per Gallon	
City	
Hwy	
Combined	

Contract No:	8200083382
Contact Person	WES HERRING/RANDY SMART
Phone:	601-503-4534/901-606-8976
Toll Free:	
Fax:	RANDYS@KIRKAUTOMOTIVE.COM
	WES @KIRKAUTOMOTIVE.COM

LIST FACTORY COLORS AVAILABLE AT **NO** CHARGE:
WHITE

LIST FACTORY COCLORS AT **ADDITIONAL** CHARGE:

PRICE $	272	BILLET SILVER	BLACK
		Hydro Blue	Crystal Forged Blue
		GRANITE	

WARRANTY INFORMATION:
5 YR 100000 MILE

ITEM		OPTION CODE	DEALER COST	REQ. OPTION CODE
List optional engines:				
V-6	I6 3.0 L DUAL TURBO	21A	$1,560	
V-8	HEMI V-8	27A	$ 2,664	
Air Conditioner:Factory installed w/ tinted glass		INC		
Bumper:Standaed front; heavy duty step type rear		INC		
Engine: 6 or 8 cycl; gasoline		INC		
Power Brakes		INC		
Power Steering		INC		
Radio: AM/FM		INC		
Transmission:Automatic		INC		
Power windows and door locks		INC		
Tilt/Cruise Control		INC		
Keyless Entry		INC		

OPTIONS		OPTION CODE	DEALER COST
LIMITED SLIP REAR END		DSA	$456.00
33 GALLON FUEL TANK		NFF	$409.00
TRAILER BRAKE CONTROL		XHC	$272.00
18" ALUINUM WHEELS		WBB	$640.00

Delivery: $2.25 per mile from dealership to agency
Delivery Method: Vehicle will be driven by a dealership employee
Vendor Liability: Vendor is liable for any damages that occur during delivery until the vehicle arrives at the agency destination and is accepted by the agency
Agency Inspection: Agency shall conduct a full inspection of the vehicle prior to acceptance of delivery

AIA® Document B221™ – 2018

Service Order for use with Master Agreement Between Owner and Architect

SERVICE ORDER number 55 made as of the Eighteenth day of November in the year
Two Thousand Twenty-Five
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Jackson County School District, Other
4700 Colonel Vickery Rd.
Vancleave, MS 39565
Telephone Number: (228) 826-1757
Fax Number: (228) 826-3393

and the Architect:
(Name, legal status, address, and other information)

MP Design Group, Limited Liability Company
918 Howard Ave. STE F
Biloxi, MS 39530
Telephone Number: 228-388-1950
Fax Number: 228-388-1971

for the following **PROJECT:**
(Name, location, and detailed description)

Jackson County School District Upper Elementary Upgrades
Jackson County, Mississippi
Classroom additions at ECUE, VUE SMUE, and as alternates multi-purpose buildings at ECUE, VUE, and VLE, ECLE.

THE SERVICE AGREEMENT
This Service Order, together with the Master Agreement between Owner and Architect dated the Twenty-eighth day of May in the year Two Thousand Eighteen
(In words, indicate day, month, and year.)

form a Service Agreement.

The Owner and Architect agree as follows.

AIA Document B221 – 2018. Copyright © 2014 and 2018. All rights reserved. "The American Institute of Architects," "American Institute of Architects," "AIA," the AIA Logo, and "AIA Contract Documents" are trademarks of The American Institute of Architects. This document was produced at 12:44:45 CT on 08/10/2025 under Order No.4104247180 which expires on 09/30/2025, is not for resale, is licensed for one-time use only, and may only be used in accordance with the AIA Contract Documents® Terms of Service. To report copyright violations, e-mail docinfo@aiacontracts.com.
User Notes: (3B9ADA3D)

TABLE OF ARTICLES

1 INITIAL INFORMATION

2 SERVICES UNDER THIS SERVICE ORDER

3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

4 COMPENSATION

5 INSURANCE

6 PARTY REPRESENTATIVES

7 ATTACHMENTS AND EXHIBITS

ARTICLE 1 INITIAL INFORMATION

§ 1.1 Unless otherwise provided in an exhibit to this Service Order, this Service Order and the Service Agreement are based on the Initial Information set forth below:
(State below details of the Project's site and program, Owner's contractors and consultants, Architect's consultants, Owner's budget and schedule, anticipated procurement method, Owner's Sustainable Objective, and other information relevant to the Project.)

The Jackson County School District wishes to publicly bid the addition of classrooms at all Upper Elementary Campuses and multipurpose buildings at VUE, ECUE, VLE, ECLE.

§ 1.2 The Owner and Architect may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Architect shall appropriately adjust the schedule, the Architect's services, and the Architect's compensation. The Owner shall adjust the Owner's budget for the Cost of the Work and the Owner's anticipated design and construction milestones, as necessary, to accommodate material changes in the Initial Information.

ARTICLE 2 SERVICES UNDER THIS SERVICE ORDER

§ 2.1 The Architect's Services under this Service Order are described below or in an exhibit to this Service Order, such as a Scope of Architect's Services document.

§ 2.1.1 Basic Services

(Describe below the Basic Services the Architect shall provide pursuant to this Service Order or state whether the services are described in documentation attached to this Service Order.)

Develop a set of construction drawings and specifications. Help the district procure a contractor via public bid, and perform limited construction administration services throughout the project.

§ 2.1.2 Additional Services

(Describe below the Additional Services the Architect shall provide pursuant to this Service Order or state whether the services are described in documentation attached to this Service Order.)

Asbestos Testing, Land Surveying, Geo-technical Engineering

ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 Unless otherwise provided in an exhibit to this Service Order, the Owner's anticipated dates for commencement of construction and Substantial Completion of the Work are set forth below:

.1 Commencement of construction date:

Anticipated June 2026

AIA Document B221 – 2018. Copyright © 2014 and 2018. All rights reserved. "The American Institute of Architects," "American Institute of Architects," "AIA," the AIA Logo, and "AIA Contract Documents" are trademarks of The American Institute of Architects. This document was produced at 12:44:45 CT on 08/10/2025 under Order No.4104247180 which expires on 09/30/2025, is not for resale, is licensed for one-time use only, and may only be used in accordance with the AIA Contract Documents® Terms of Service. To report copyright violations, e-mail docinfo@aiacontracts.com.
User Notes: (3B9ADA3D)

.2 Substantial Completion date:

Anticipated July 2027

ARTICLE 4 COMPENSATION

§ 4.1 For Basic Services described under Section 2.1.1, the Owner shall compensate the Architect as follows:

.1 Stipulated Sum
(Insert amount)

.2 Percentage Basis
(Insert percentage value)

0
6% of the construction cost exceeds $500,000 or 9% if the construction cost is less than $500,000. Or if the project can be bid with a limited set of plans and specs 6% of construction cost regardless of cost.

(Paragraph Deleted)

.3 Other
(Describe the method of compensation)

§ 4.2 For Additional Services described under Section 2.1.2 or in the Master Agreement, the Architect shall be compensated in accordance with the Master Agreement unless otherwise set forth below:
(Insert amount of, or basis for, compensation if other than as set forth in the Master Agreement. Where the basis of compensation is set forth in an exhibit to this Service Order, such as a Scope of Architect's Services document, list the exhibit below.)

Asbestoes Testing - $750.00; Land Survey - $16,000; Geotech - $22,000

§ 4.3 For Reimbursable Expenses described in the Master Agreement, the Architect shall be compensated in accordance with the Master Agreement unless otherwise set forth below:
(Insert amount of, or basis for, compensation if other than as set forth in the Master Agreement. Where the basis of compensation is set forth in an exhibit to this Service Order, such as a Scope of Architect's Services document, list the exhibit below.)

§ 4.4 When compensation identified in Section 4.1 is on a percentage basis, progress payments for each phase of Basic Services shall be calculated by multiplying the percentages identified in this Article by the Owner's most recent budget for the Cost of the Work. Compensation paid in previous progress payments shall not be adjusted based on subsequent updates to the Owner's budget for the Cost of the Work.

ARTICLE 5 INSURANCE

§ 5.1 Insurance shall be in accordance with section 3.3 of the Master Agreement, except as indicated below:
(Insert any insurance requirements that differ from those stated in the Master Agreement, such as coverage types, coverage limits, and durations for professional liability or other coverages.)

§ 5.2 In addition to insurance requirements in the Master Agreement, the Architect shall carry the following types of insurance.

AIA Document B221 – 2018. Copyright © 2014 and 2018. All rights reserved. "The American Institute of Architects," "American Institute of Architects," "AIA," the AIA Logo, and "AIA Contract Documents" are trademarks of The American Institute of Architects. This document was produced at 12:44:45 CT on 08/10/2025 under Order No.4104247180 which expires on 09/30/2025, is not for resale, is licensed for one-time use only, and may only be used in accordance with the AIA Contract Documents® Terms of Service. To report copyright violations, e-mail docinfo@aiacontracts.com.
User Notes: (3B9ADA3D)

(List below any other insurance coverage to be provided by the Architect, not otherwise set forth in the Master Agreement, and any applicable limits.)

Coverage	Limits

ARTICLE 6 PARTY REPRESENTATIVES

§ 6.1 The Owner identifies the following representative in accordance with Section 1.4.1 of the Master Agreement:
(List name, address, and other information.)

David Baggett
4700 Colonel Vickery Rd.
Vancleave, MS 39565
Telephone Number: (228) 826-1757
Fax Number: (228) 826-3393

Email Address: david.baggett@jcsd.ms

§ 6.2 The Architect identifies the following representative in accordance with Section 1.5.1 of the Master Agreement:
(List name, address, and other information.)

Brad Patano, PE
918 Howard Ave. STE F
Biloxi, MS 39530
Telephone Number: 228-388-1950
Fax Number: 228-388-1971
Mobile Number: 2283231045
Email Address: bpatano@mpdesigngroup.us

ARTICLE 7 ATTACHMENTS AND EXHIBITS

§ 7.1 The following attachments and exhibits, if any, are incorporated herein by reference:

.1 AIA Document, B121™-2018, Standard Form of Master Agreement Between Owner and Architect for Services provided under multiple Service Orders;

.2 Other Exhibits incorporated into this Agreement:
(Clearly identify any other exhibits incorporated into this Agreement.)

.3 Other documents:
(List other documents, if any, including additional scopes of service forming part of this Service Order.)

This Service Order entered into as of the day and year first written above.

OWNER *(Signature)*	**Engineer***(Signature)*
David Baggett, Superintendent	Brad Patano, Principal
(Printed name and title)	*(Printed name, title, and license number, if required)*

AIA Document B221 – 2018. Copyright © 2014 and 2018. All rights reserved. "The American Institute of Architects," "American Institute of Architects," "AIA," the AIA Logo, and "AIA Contract Documents" are trademarks of The American Institute of Architects. This document was produced at 12:44:45 CT on 08/10/2025 under Order No.4104247180 which expires on 09/30/2025, is not for resale, is licensed for one-time use only, and may only be used in accordance with the AIA Contract Documents® Terms of Service. To report copyright violations, e-mail docinfo@aiacontracts.com.
User Notes: (3B9ADA3D)

Jackson County School District
Child Nutrition Department
Free and Reduced Percentages
October 2025

School Name	School Enrollment	Paid		Free		Reduced		Free + Reduced	
		Total	%	Total	%	Total	%	Total	%
ECL	546	246	45.05%	228	41.76%	72	13.19%	300	54.95%
ECU	578	248	42.91%	259	44.81%	71	12.28%	330	57.09%
ECM	538	250	46.47%	218	40.52%	70	13.01%	288	53.53%
ECH	728	379	52.06%	264	36.26%	85	11.68%	349	47.94%
ECAC	**2390**	**1123**	**46.99%**	**969**	**40.54%**	**298**	**12.47%**	**1267**	**53.01%**
SMH	1220	544	44.59%	531	43.52%	145	11.89%	676	55.41%
SMM	919	342	37.21%	456	49.62%	121	13.17%	577	62.79%
SMU	644	230	35.71%	338	52.48%	76	11.80%	414	64.29%
SMN	544	135	24.82%	340	62.50%	69	12.68%	409	75.18%
SME	668	260	38.92%	338	50.60%	70	10.48%	408	61.08%
SMAC	**3995**	**1511**	**37.82%**	**2003**	**50.14%**	**481**	**12.04%**	**2484**	**62.18%**
VL	669	286	42.75%	302	45.14%	81	12.11%	383	57.25%
VU	333	129	38.74%	152	45.65%	52	15.62%	204	61.26%
VM	556	243	43.71%	235	42.27%	78	14.03%	313	56.29%
VH	705	355	50.35%	258	36.60%	92	13.05%	350	49.65%
VCAC	**2263**	**1013**	**44.76%**	**947**	**41.85%**	**303**	**13.39%**	**1250**	**55.24%**
District Total	**8648**	**3647**	**42.17%**	**3919**	**45.32%**	**1082**	**12.51%**	**5001**	**57.83%**

Jackson County School District

Child Nutrition Department

Average Daily Participation

October 2025

School Name	Average Daily Attendance ADA	Total Breakfast ADP	Total Breakfast ADP %	Breakfast Free ADP	Breakfast Free Percent	Breakfast Reduced ADP	Breakfast Reduced Percent	Breakfast Paid ADP	Breakfast Paid Percent	Total Lunch ADP	Total Lunch ADP%	Lunch Free ADP	Lunch Free Percent	Lunch Reduced ADP	Lunch Reduced Percent	Lunch Paid ADP	Lunch Paid Percent
ECL	517	173	33.5%	100	19.3%	30	5.8%	43	8.3%	326	63.1%	168	32.5%	52	10.1%	106	20.5%
ECU	547	228	41.7%	136	24.9%	33	6.0%	59	10.8%	408	74.6%	214	39.1%	59	10.8%	135	24.7%
ECM	512	139	27.1%	82	16.0%	18	3.5%	39	7.6%	345	67.4%	167	32.6%	54	10.5%	124	24.2%
ECH	686	277	40.4%	140	20.4%	38	5.5%	99	14.4%	374	54.5%	169	24.6%	51	7.4%	154	22.4%
ECAC	**2262**	**817**	**36.1%**	**458**	**20.2%**	**119**	**5.2%**	**240**	**10.3%**	**1453**	**64.9%**	**718**	**32.2%**	**216**	**9.7%**	**519**	**23.0%**
SMH	1156	199	17.2%	130	24.0%	31	2.7%	38	3.29%	570	49.3%	319	27.6%	83	7.2%	168	4.4%
SMM	870	142	16.3%	89	26.9%	25	2.9%	28	3.22%	632	72.6%	360	41.4%	100	11.5%	172	27.0%
SMU	615	203	33.0%	135	17.8%	30	4.9%	38	6.18%	457	74.3%	281	45.7%	63	10.2%	113	35.8%
SMN	511	271	53.0%	193	9.5%	38	7.4%	40	7.83%	362	70.8%	258	50.5%	46	9.0%	58	11.0%
SME	636	234	36.8%	157	18.4%	27	4.2%	50	7.86%	432	67.9%	263	41.4%	49	7.7%	120	17.9%
SMAC	**3788**	**1049**	**27.7%**	**704**	**19.3%**	**151**	**4.4%**	**194**	**5.7%**	**2453**	**67.0%**	**1481**	**41.3%**	**341**	**9.1%**	**631**	**19.2%**
VL	638	251	39.3%	153	24.0%	30	4.7%	68	10.7%	423	66.3%	226	35.4%	56	8.8%	141	22.1%
VU	316	142	44.9%	85	26.9%	25	7.9%	32	10.1%	234	77.5%	122	38.6%	38	12.0%	74	23.4%
VM	527	172	32.6%	94	17.8%	31	5.9%	47	8.9%	382	72.5%	182	34.5%	60	11.4%	140	26.6%
VH	672	96	14.3%	64	9.5%	12	1.8%	21	3.1%	331	49.3%	161	24.0%	48	7.1%	122	18.2%
VCAC	**2153**	**661**	**30.7%**	**396**	**19.6%**	**98**	**5.1%**	**168**	**8.2%**	**1370**	**66.4%**	**691**	**33.1%**	**202**	**9.8%**	**477**	**22.6%**
TOTAL	**8203**	**2527**	**30.8%**							**5276**	**64.3%**						

Highest Breakfast Participation:			**Highest Lunch Participation:**		
Attendance Center:	ECAC	36.10%	Attendance Center:	SMAC	67.00%
Lower Elementary:	SMN	53.00%	Lower Elementary:	SMN	70.80%
Upper Elementary:	VCU	44.90%	Upper Elementary:	VUE	77.50%
Middle School:	VMS	32.60%	Middle School:	SMM	72.60%
High School:	ECH	40.40%	High School:	ECH	54.50%

November 2025 Past Due Leases					
Lease Holder	**State Lease Number**	**Amount**	**Days Past Due**	**Due Date**	**Last Payment**
US Postal Service	7877	$8,000.00	60	9/7/2025	5/13/2025
Sonnier Custom Cabinets	8031	$1,800.00	30	10/1/2025	

RESOLUTION OF THE BOARD OF EDUCATION OF THE JACKSON COUNTY SCHOOL DISTRICT CANCELLING LEASE ON SIXTEENTH SECTION PUBLIC SCHOOL TRUST LAND

WHEREAS, the Board of Education of the Jackson County School District executed the following described lease of Sixteenth Section Public School Trust Lands situated in Jackson County, Mississippi:

STATE LEASE #:	60620
BEGINNING DATE:	June 2, 2003
ENDING DATE:	June 2, 2043
TERM:	40 years
LESSEE:	William T. Reed & Martha W. Reed 3106 Canty Street, P. O. Box 446 Pascagoula, MS 39567
ANNUAL RENT:	$2,875.00
RENT DUE DATE:	June 2, 2026

LAND DESCRIPTION: See attachment "A"

AND WHEREAS, said base lease having been recorded in the Land Deed Records of Jackson County, Mississippi in Book 1318 at Pages 680-691;

AND WHEREAS, Martha W. Reed having assigned her interest in said base lease to William T. Reed by Assignment of Leasehold Interest recorded in the Land Deed Records of Jackson County, Mississippi in Book 2066 at Page 414;

AND WHEREAS, William T. Reed having requested by writing dated October 30, 2025 that said base lease be cancelled so as to allow a new lease to be entered into between the School District and the purchaser of the improvements on the property, Jade Jones;

AND WHEREAS, the Board of Education of the Jackson County School District having determined that said lease is in good standing and that cancellation of the base lease and entry into a new lease as requested is in the best interest of the School District and of its management of all 16th Section lands within the district;

NOW THEREFORE, BE IT RESOLVED that said base lease as amended is hereby declared terminated and cancelled effective immediately and that a new lease be entered into between the district as Lessor, and Jade Jones, as Lessee.

BE IT FURTHER RESOLVED, that the Superintendent of Education execute a Cancellation of Sixteenth Section Land Lease and direct the Chancery Clerk to enter the same in the Land Deed Records of Jackson County, Mississippi.

BE IT FURTHER RESOLVED, that a copy of this resolution be spread upon the minutes of this Board of Education.

The above and foregoing resolution canceling this lease on Sixteenth Section Public School Trust Land came before the Board of Education of the Jackson County School District and its meeting held on the 17th day of November, 2025, upon the motion of _____, duly seconded by _____.

The attendance and voting of the members of this Board of Education on said resolution is recorded as follows:

Board Member	For	Against	Abstain	Absent
J. Keith Lee	( )	( )	( )	( )
Jory Howell	( )	( )	( )	( )
Amy Peterson	( )	( )	( )	( )
Deanna Smith	( )	( )	( )	( )
Lea Bailey	( )	( )	( )	( )

RESOLUTION APPROVED AND ADOPTED, this the 17th day November, 2025.

BOARD OF EDUCATION OF THE
JACKSON COUNTY SCHOOL DISTRICT

ATTEST:

_____ _____
BOARD SECRETARY BOARD PRESIDENT

_____ _____
(PRINT NAME) (PRINT NAME)

CHANCERY CLERK RECORDING BELOW:

Commencing at an iron rod at the point of intersection of the North right-of-way of Woods Landing Road and the East right-of-way of Miss. State Highway #57 and located in the NE ¼ of the SW ¼ of Section 16, Township 6 South, Range 7 West, Jackson County, Mississippi, and run thence S 8° 53'W 263.04' to a point on said East right-of-way of Highway 57; thence N 80°28'W100.0' to the West right-of-way of said Highway 57, said point being the point of beginning; thence N 80°28'W 300.0'; thence S 10°35'W 145.2'; thence S 80° 28'E 300.0' to the above mentioned right-of-way; thence along said right-of-way N 10° 35'E 145.2' to the point of beginning, said property containing 1.00 acre.

Exhibit "A"

Prepared by and return to:
Tiffany Lowery
Jackson County School District
4700 Colonel Vickrey Road
Vancleave, Mississippi 39565
(228) 283-3000

INDEXING INSTRUCTIONS: SEC. 16, T6S, R7W

RELEASE/CANCELLATION
SIXTEENTH SECTION LAND LEASE

STATE OF MISSISSIPPI
COUNTY OF JACKSON

That I, David Baggett, Superintendent of the Jackson County School District, having been duly authorized by Resolution of the Jackson County Board of Education, approved on November 17, 2025, do hereby constitute and appoint Josh Eldridge, Clerk of Chancery Court, in and for said State and County, my true and lawful attorney for me, to enter cancellation upon the records of the Chancery Clerk's Office in Jackson County, of that certain Sixteenth Section land lease executed by Jackson County Board of Education to William T. Reed and Martha W. Reed, Section 16, T6S, R7W, which said lease is recorded in Land Record Book Number 1318, Pages 680-691, of Land Records of Jackson County, Mississippi.

Witness my hand and seal, this _____ day of _____, 2025.

_____
DAVID BAGGETT, SUPERINTENDENT OF
THE JACKSON COUNTY SCHOOL DISTRICT

LESSOR:
Jackson County School District
Post Office Box 5069
Vancleave, MS 39565
Telephone: (228) 283-3000

LESSEE:
William T. Reed
3106 Canty Street, P. O. Box 446
Pascagoula, MS 39567
Telephone: (228) 219-9144

STATE OF MISSISSIPPI
COUNTY OF JACKSON

Personally appeared before me, the undersigned authority in and for said county the within named David Baggett, Superintendent of the Jackson County School District, who acknowledged that he signed, sealed, and delivered the within instrument for the purpose therein expressed, as act and deed, on the day and year therein mentioned.

Given under my hand and seal, this the _____ day of _____, 2025.

_____
Notary Signature

Notary Seal and Expiration Date:

Prepared by and return to:
Tiffany Lowery
Jackson County School District
4700 Colonel Vickrey Road
Vancleave, Mississippi 39565
(228) 283-3000

STATE OF MISSISSIPPI
COUNTY OF JACKSON

COMMERCIAL 16th SECTION LAND
LEASE AGREEMENT

THIS 16TH SECTION PUBLIC SCHOOL TRUST LANDS COMMERCIAL LEASE AGREEMENT, (hereafter "Lease Agreement"), is made and entered into by and between the LESSOR,

JACKSON COUNTY SCHOOL DISTRICT
P. O. BOX 5069
VANCLEAVE, MS 39565
(228) 283-3000 (OPT. 7)

and LESSEE,

JONES PHYSICAL THERAPY
5509 Brown Road
Ocean Springs, MS 39564
(228) 238-0206

INDEXING INSTRUCTIONS:
SECTION 16, T6S, R7W (+/- 1.00 ACRE)
(TAX PARCEL #02316390.00) JACKSON COUNTY, MISSISSIPPI

WITNESSETH:

That, for the term and in consideration of the rentals hereinafter set forth, and the covenants, conditions, and obligations to be observed and performed by LESSEE, and by the authority and under the direction of the LESSOR, LESSOR does hereby lease and rent unto LESSEE the following described land (hereinafter the "Leased Premises") to-wit:

Section 16 Township 6S Range 7 W

MORE PARTICULARLY DESCRIBED IN EXHIBIT "A" ATTACHED HERETO AND INCORPORATED BY REFERENCE AS IF COPIED FULLY HEREIN.

1. Term. Subject to the other provisions herein contained, the term of this Lease Agreement shall be for twenty-five (25) years, beginning the 17th day of November, 2025, and ending on the 17th day of November, 2050 (called the "primary term"). For purposes of this Lease Agreement the Anniversary Date shall be November 17th of each year.

It is expressly agreed and understood by all the parties hereto that part of the consideration given for the execution and delivery of this instrument is the option hereby granted to LESSEE to renew this Lease Agreement for an additional "secondary term" of twenty-five (25) years from November 17, 2050, under the same terms, conditions, and stipulations set forth herein, except the annual rental shall be based upon the fair market value of the land, excluding buildings and improvements not then owned by the LESSOR, as determined by a qualified appraiser selected by LESSOR hereto who performs his or her appraisal not more than twelve months and not less than three months prior to the expiration of the initial primary term. LESSEE shall exercise said option to renew for the additional secondary term of twenty-five (25) years by notifying LESSOR in writing no less than twelve (12) months in advance of the expiration of the primary term and by tendering the determined annual rental to LESSOR at its above-stated address prior to the expiration of the primary term as maybe required by statute. The cost of the new appraisal shall be borne by the LESSEE. A new lease shall be executed to effectuate the secondary term.

2. Annual Rent. LESSEE covenants and agrees to pay as rent to LESSOR the sum of Six Thousand One Hundred Dollars and no 00/1.00 ($6,100.00) for the first year of this lease which shall be due at the time of approval by the Board of Education. Subsequent payment of annual rent shall be due on or before the anniversary date of this Lease Agreement. The obligation of LESSEE to pay rent under this Lease Agreement is unconditional, and the rent shall not be subject to set off for any reason or cause. LESSOR and LESSEE agree that in the event of termination or cancellation any rental payment made during the term of this Lease Agreement is non-refundable, and LESSEE waives any right or claim it may have to refund of rent paid. Rents shall be readjusted annually pursuant to the rent adjustment clause contained in Paragraph 3 of this Lease Agreement. In the event LESSEE is delinquent in the payment of rent, LESSEE shall pay

a late charge equal to fifteen percent (15%) of the amount of rent past due for more than 30 days and thereafter shall pay interest on any rent past due at an annual rate (the "Default Rate") equal to the maximum rate then allowed by law or, if there is no maximum rate, then a rate equal to five percent per annum above the discount rate, excluding any surcharge thereon, on ninety-day commercial paper in effect at the Federal Reserve Bank in the Federal Reserve district in which LESSOR is located, calculated according to the actuarial method.

3. Rent Adjustment. The eighth, sixteenth, twenty-fourth, and thirty-second anniversary dates of the commencement of this Lease Agreement shall be the effective dates of rental adjustments, and on such dates the amount of annual rental due and payable hereunder shall be adjusted in the manner hereafter described to reflect the current fair market rental value of the subject property.

(a) LESSOR shall use its best efforts to cause the subject property to be reappraised and a redetermination made of the annual fair market rental amount within six months before any readjustment date. In the event the LESSOR shall fail to instigate reappraisal within the six months preceding any rent adjustment date LESSOR shall not be deemed to have waived this provision requiring rent adjustment, and in such event (at any time after a rent adjustment date) LESSOR may proceed to have the subject property reappraised and an adjusted rent determined for any such readjustment period. The adjusted rent shall be effective on the required adjustment date and LESSEE shall pay any deficiency to LESSOR within fifteen (15) days of the determination of the adjusted rent. The reappraisal shall be made pursuant to the Mississippi Code of 1972, § 29-3-69, or pursuant to the statute then in effect governing such leases and procedures for determining fair market rental value. The reappraisal shall establish the fair market value of the property unencumbered by this lease and shall reflect the market rate of return at the time but shall be no less than the minimum acceptable percentage provided by the statute in effect. Unless altered by the procedures described below, the amount of rent so determined as of each rental adjustment date shall be paid until the next rental adjustment date or for the balance of the lease as the case may be. The appraisal process described in this subparagraph (a) may be referred to hereafter as the Statutory Procedure. The cost of the reappraisal shall be borne by the LESSEE, using an appraiser selected by LESSOR.

(b) Should the Statutory Procedure result in an increase in rent over the amount previously due, LESSEE, by notice in writing given to the LESSOR within 15 days after receiving notice of the increase, shall have the right to elect an alternate method of determining the current fair market rental value of the subject property (the "Alternate Procedure") as follows:

(1) LESSEE may provide an appraisal by a Mississippi licensed appraiser having the qualifications hereafter described giving an opinion of current fair market annual rental value based on the (I) the fair market value of the land unencumbered by this lease and (II) a reasonable percentage of return on comparable land investments as of the rental adjustment date. The written report of LESSEE'S appraiser shall be delivered to LESSOR within 45 days after the date on which LESSOR gave notice of an increase in rent under the Statutory Procedure. UPON FAILURE TO PROVIDE AN ALTERNATE APPRAISAL WITHIN THE TIME ALLOWED, LESSEE SHALL FORFEIT THE RIGHT TO PURSUE THE ALTERNATE PROCEDURE, AND ANNUAL RENT DETERMINED UNDER THE STATUTORY PROCEDURE SHALL BECOME DUE AND PAYABLE.

(2) The two appraisers shall make a good faith effort to reconcile their differences. If they have been unable to do so within 10 days after delivery of the report of LESSEE'S appraiser, the two appraisers within such 10-day period shall each submit the names of three appraisers having the qualifications hereafter described who practice in Mississippi to serve as a review appraiser, and they shall select the review appraiser from names in common on the two lists. If there is no name in common on the two lists, or if the person selected shall decline to serve, then each appraiser shall submit another list of three names of persons meeting the same criteria.

(3) The review appraiser shall review and analyze the two appraisal reports, and if needed, inspect the land, consult with the two appraisers, review their assumptions and source information and request corrections, revisions, and additions to the appraisal reports. The review appraiser may also consider relevant information from his own files, conduct such independent investigation as he deems appropriate and may consider comparable transactions which occurred after the rental adjustment date.

(4) The review appraiser shall report his opinion of annual fair market rent and such amount shall be accepted by LESSOR and LESSEE as the current fair market rental value of the subject property.

(c) If LESSEE requests the Alternate Procedure, LESSEE shall pay all fees and expenses of the LESSEE'S appraiser, the review appraiser and any additional charges of LESSOR'S appraiser. The review appraiser, however, shall perform his duties in an independent and impartial manner irrespective of the source of payment of his fees and expenses.

(d) The annual rentals on any adjustment date shall not be reduced below the amount established upon the initial date of this lease except upon determination by the Statutory Procedure.

(e) The amount of rent determined in the above manner shall be remitted on or before the rental adjustment date or, if the rental adjustment procedures are concluded after such date, then promptly upon conclusion of such procedures effective as of the rental adjustment date.

(f) The rent adjustment procedures will not delay the due date of rent at the existing annual rate and will not affect LESSOR'S right to declare a default if such rent is not timely paid.

(g) LESSEE'S appraiser and the review appraiser must be members of the same organization of appraisers as LESSOR'S appraiser, or an organization having higher requirements for admission, and must have the same or higher designation (such as, for example, Member, Appraisal Institute). If LESSOR'S appraiser belongs to more than one organization, the other appraisers must belong to the organization having the highest standards and qualifications for membership. If the organization has multiple designations for appraisers, the review appraiser and LESSEE'S appraiser must hold the same or a higher designation as held by LESSOR'S appraiser.

4. Taxes. LESSEE covenants and agrees to pay any and all general and special taxes and assessments, if ever any there be, applicable to the above-described property and LESSEE'S interest therein; further, LESSEE covenants and agrees to pay any and all survey costs and recording fees in connection with this Lease Agreement or any other fees so determined by law. All payments for general and special taxes and assessments shall be made directly to the governmental authority responsible for collecting such taxes and assessments. During the final year of the lease term, LESSOR or the governmental authority responsible for collecting taxes and assessments may require payment of any such taxes or assessments in advance or require that other security be given to insure that taxes will be paid when due. In the event it becomes necessary for the County Tax Collector or any other authority responsible for collecting general and special taxes or assessments to retain the services of attorneys to collect any taxes or assessments due from LESSEE under this lease, then LESSEE agrees to pay all costs and expenses of such actions or collections, including a reasonable attorneys' fee for the County Tax Collector or such other authority responsible for collecting said taxes or assessments.

5. Default. The parties herein expressly agree that if DEFAULT shall be made in the payment of any general or special tax or assessment or rent due, made pursuant to this Lease Agreement, then and in any event of DEFAULT it shall be lawful for the LESSOR to enter upon the subject property, or any part thereof, after LESSOR has provided sixty (60) days prior written notice to the LESSEE and upon LESSEE'S failure to cure such DEFAULT within said sixty (60) days, either with or without the process of law, to re-enter and repossess the same, and to distrain from any rent or assessment that may be due thereon, at the election of the LESSOR, but nothing here is to be construed to mean that LESSOR is not permitted to hold LESSEE liable for any unpaid rent or assessment to

that time. As to all other conditions, covenants, and obligations imposed on LESSEE herein, enforcement shall be by proceeding at law or in equity against any person violating or attempting to violate said conditions, covenants, and obligations to restrain violation and recover damages, if any, including reasonable expenses of litigation including but not limited to fees charged by attorneys, expert witnesses, surveyors and appraisers, which LESSEE expressly agrees to pay. Such enforcement by proceedings at law or in equity may be instituted at any time after thirty (30) days written notice. Enforcement proceedings shall include the right of the tax collector to recover any tax, assessment, fees, and costs.

6. Remedies. In the event of any FORFEITURE, DEFAULT, OR CANCELLATION of this Lease Agreement or termination of the term therefore aforesaid, said LESSEE shall quit, deliver up and surrender possession of the subject property, and all LESSOR - owned structures and improvements thereon to the said LESSOR, and thereupon this Lease Agreement and all agreements and covenants on the LESSOR'S behalf to be performed and kept, shall cease, terminate, and be utterly void, the same as if the Lease Agreement had not been made. At LESSOR'S option LESSEE shall be required to remove all LESSEE owned improvements. In addition, thereto LESSOR shall be entitled to whatever remedies it may have at law or equity for the collection of any unpaid rental hereunder, or for any other sums, for damages or otherwise, that it may have sustained on account of the LESSEE'S nonfulfillment or nonperformance of the terms and conditions of this Lease Agreement including costs for removing LESSEE owned improvements.

Immediately upon the termination of this Lease Agreement, whether by FORFEITURE, DEFAULT, or CANCELLATION, LESSOR shall be entitled to take possession of the subject property and all LESSOR- owned improvements thereon absolutely, and custom, usage, or law to the contrary notwithstanding. Any removal of property from the subject property shall be accomplished so as to leave the subject property in a condition satisfactory to LESSOR. At LESSOR'S option LESSEE shall remove all of the LESSEE'S property within one hundred and eighty (180) days of the said event. LESSEE shall be subject to the accrual of rent during said within one hundred and eighty (180) day period.

7. Curing Default. Notwithstanding any provisions of this Lease Agreement containing a DEFAULT provision, any present or future holder of a mortgage or deed of trust securing money loaned on these facilities, shall have the right of a thirty (30) day notice of default within which to cure any DEFAULT which may be cured by the payment of money. In addition, for any other DEFAULT for which a forfeiture of said Lease Agreement may be invoked, such holder of such mortgage or deed of trust shall be entitled to a notice in writing of the claimed DEFAULT and shall have a reasonable time, which shall not be less than Thirty (30) days, to either require the correction of such DEFAULT or in lieu thereof to protect itself through the exercise of a power of sale and thereby acquire a leasehold in the subject property and correct such DEFAULT. LESSEE hereby covenants and agrees to notify LESSOR of the existence of all such mortgages, deeds of trust other secured encumbrances and that, in the absence of such notice, LESSOR has no obligation whatever to notify any such holder of said encumbrance.

8. Assignment. This Lease SHALL NOT BE ASSIGNED OR SUBLEASED, Assignment or sublease of this Lease Agreement or any rights hereunder shall automatically terminate this lease without any further notice or action by LESSOR. In the event LESSEE owns improvements on the Leased Premises, any purchaser of said improvements or any person or entity holding a contract to purchase said improvements shall have the right of first refusal to negotiate a new lease agreement with LESSOR.

9. Regulatory Compliance. LESSEE shall comply with all applicable laws, rules, and regulations concerning LESSEE'S use of the property and/or obligations under this instrument. This obligation shall include, but not be limited to, compliance with federal, state and local environmental regulations concerning the air, water and soil, endangered species, wetlands, and other laws, rules and regulations that may presently exist or hereafter be adopted. In the event of contamination of the air, water or soils arising out of any LESSEE use, LESSEE shall be responsible for all mandated remediation and monitoring with this obligation to survive termination of this Lease Agreement. Notwithstanding the requirements of this paragraph LESSEE:

(a) Will not use, generate, manufacture, produce, store, release, discharge or dispose of on, under or about the subject property or transport to or from the subject property any hazardous substance or pollutant (as either may be defined by any present or future laws or regulations of any governmental authority or by any administrative or judicial decisions) or any solid wastes and will not allow any other person to do so.

(b) Shall keep and maintain the subject property in compliance with and shall not cause or permit the subject property to be in violation of any environmental laws or regulations nor any laws or regulations pertaining to the disposal of solid, liquid, or gaseous wastes, both hazardous, and non-hazardous.

(c) Shall give prompt written notice to LESSOR of:

(1) Any proceeding or inquiry by any governmental authority with respect to the presence of any solid wastes or hazardous substance on the subject property or the migration thereof from or to other property;

(2) All claims made or threatened by any governmental authority with respect to the presence of any solid wastes or hazardous substance on the subject property or the migration thereof from or to other property.

(3) LESSEE'S discovery of any occurrence or condition that would cause the leased premised to be subject to any restrictions on the ownership, occupancy, transferability or use of the subject property under any environmental or solid waste disposal law, regulation, ordinance or ruling.

10. Environmental Accidents. LESSEE shall immediately furnish written notice of all spills, leaks, accidents or similar matters on the premises to LESSOR at the address provided in this instrument. LESSEE shall also furnish LESSOR a copy of all filings, including but not limited to, concerning environmental issues, required bylaws, rules or regulations arising out of any spills, leaks, accidents, or other matters arising out of the use and occupation of the premises by LESSEE. Nothing in this paragraph shall place any duty of cleanup or remediation of property upon LESSOR with those duties being exclusively LESSEE'S.

11. Breach of Lease Agreement. If LESSEE breaches any of the provisions of this instrument and fails to cure the same after thirty (30) days written notice from the LESSOR, then LESSEE, in addition to any other damages for which it may be responsible, shall pay LESSOR its reasonable costs and expenses in enforcing the instrument, including but not limited to fees charged by attorneys, expert witnesses, surveyors and appraisers.

12. Notices. All notices specified by this instrument shall be in writing and sent by registered or certified mail, postage prepaid at the following addresses or hand-delivered in person, by facsimile or otherwise to the following persons. By written notice, either party may change the persons or addresses.

To LESSOR:
Jackson County School District
16th Section Manager
P. O. Box 5069
Vancleave, Mississippi 39565

To LESSEE:
Jones Physical Therapy
5509 Brown Road
Ocean Springs, MS 39564

13. Indemnification. LESSEE shall protect, indemnify, defend save, and hold harmless the State of Mississippi and LESSOR, its officers, board members, employees and agents, from and against all claims, demands, liabilities, suits, injuries, and any and all losses or damages and cost of every kind and nature whatsoever ("loss"), including but not limited to all court costs and attorneys fees and all personal injury or death and/or damage to any person or entity including, but not limited to, LESSOR and its property or other loss arising out of any alleged noncompliance with laws or caused by LESSEE'S exercise of its rights under this Lease Agreement and/or resulting from the actions or omission of LESSEE in connection with its presence on or any use of the subject property by it, its officers, agents, subcontractors, employees or invitees. Provided, however, it is understood that the indemnity provided by LESSEE as described in this paragraph shall not extend to intentional or negligent acts of LESSOR, its officers, or agents. In the event the intentional or negligent acts of LESSOR, its officers or agents, are not the direct

and sole proximate cause for one hundred percent (100%) of the loss of claim, LESSEE shall be responsible to fulfill its obligations under this paragraph for the percentage of liability not attributable to LESSOR, its officers or agents.

14. Mortgage Transactions. The preceding restrictions on assignments of this lease shall not apply to and no prior approval of LESSOR shall be required for (i) a mortgage of the leasehold estate (ii) a foreclosure or an assignment of the leasehold estate to the mortgagee in lieu of foreclosure or (iii) a transfer by a mortgagee who has acquired the leasehold estate and such transfer occurs within a reasonable period of time commensurate with liquidation of the asset. However, any person acquiring the leasehold estate by any of the above means shall be obligated, within 10 days thereafter, to provide LESSOR with a copy of the assignment. No mortgagee shall be deemed to have assumed and no mortgagee shall be personally obligated to perform any of LESSEE'S obligations under this lease which accrued prior to acquisition of the leasehold estate, provided that this limitation on personal liability shall not diminish the rights and remedies otherwise available to LESSOR in the event of a default nor the right of a mortgagee to cure defaults as herein provided. A mortgagee, having acquired the leasehold estate through foreclosure or assignment in lieu of foreclosure, shall be liable for performance of all obligations of the LESSEE which accrue during the period the mortgagee has ownership of the leasehold estate, and any rent payment which becomes due during such period shall be paid in full and not prorated. Nothing contained in this lease or in any mortgage shall release LESSEE from the full and faithful performance of LESSEE'S obligations under this lease or from any liability for non-performance or constitute a waiver of any right of LESSOR against LESSEE. The term "mortgage" as used in this paragraph means any mortgage, deed of trust, collateral assignment or other transfer or pledge of this lease as security for an indebtedness of LESSEE; and the term "mortgagee" means the holder of the indebtedness to whom or for whose benefit this lease has been mortgaged or pledged as security.

15. Waste. LESSEE shall be responsible for any damage that may be caused to LESSOR'S property by the activities of the LESSEE, its employees, agents, contractors, and invitees under this Lease Agreement, and, shall exercise reasonable care in the protection of all improvements, timber and other property of LESSOR, which may be located on the subject property or in the vicinity whereon, against fire or damage from any and all other causes. LESSEE, its employees, agents, contractors, and invitees shall exercise reasonable care in conducting the activities described above, and shall not, in any event, commit waste or allow waste to be committed.

16. Quiet Possession. LESSEE shall have quiet and peaceful possession of the subject property as long as compliance is made with the terms of this agreement.

17. Bankruptcy or Judgments. LESSEE hereby covenants and agrees that if an execution or process is levied upon the subject property or if a petition of bankruptcy be filed by or against the LESSEE in any court of competent jurisdiction, LESSOR shall have the right at its option, to cancel this Lease Agreement.

LESSEE further covenants and agrees that this Lease Agreement and the interest of LESSEE hereunder shall not, without the written consent of the LESSOR first obtained, be subject to garnishment or sale under execution or otherwise in any suit or proceeding which may be brought against said LESSEE.

18. Condemnation. If the whole of the subject property, or such portion thereof as will make the subject property unsuitable for LESSEE'S normal business activity, should be condemned for any public use or conveyed under threat of condemnation, then this lease shall terminate on the date possession is acquired by the condemning authority, and rent shall be apportioned as of that date. All compensation awarded or paid upon such total or partial taking of the subject property shall belong to the LESSOR without participation by LESSEE except to the extent the award fairly represents the value of improvements which are the property of LESSEE. It is provided, however, that nothing herein shall preclude the LESSEE from prosecuting any claim directly against the condemning authority for loss of business, cost of relocation or any other amounts to which a tenant may be entitled provided that no such claim shall diminish or otherwise adversely affect the amount of LESSOR'S award.

19. Classification/Use.

(a) The lands herein have been classified as Commercial in accordance with §29-3-31 et seq Miss. Code Ann. (1972) as amended.

(b) LESSOR warrants that the subject property shall be permitted to be used as a retail ice outlet for the duration of the term. This warranty does not apply to any change in use which may be required by governmental authority or other means beyond the control of LESSOR.

(c) LESSEE shall not use the subject property for any of the following purposes: The operation of a business or proprietorship where the majority of revenues are derived from the sale of alcohol. The operation of a business or proprietorship that offers adult entertainment including, but not limited to, nude or partially nude dancing or display, or the sale of distribution of adult materials including, but not limited to, pornographic magazines, books, videocassettes, or computer disks. Activities that are considered hazardous including, but not limited to, demolition or the storage or use of dangerous substances. Any activity considered to be a nuisance. Any activity that is unlawful or immoral. Any activity which at the discretion of the LESSOR is inappropriate upon Sixteenth Section Land.

20. Successors. To the extent assignment of this Lease Agreement is allowed by the above provisions this Lease Agreement shall be binding upon the LESSEE'S successors and assigns.

21. General Duties of LESSEE. LESSEE agrees:

(a) To comply with all laws and ordinances applicable to the use of the property including, without limitation, laws and regulations pertaining to accessibility by handicapped persons.

(b) To allow inspection of the leased premised during normal business hours by any persons responsible for management or supervision of the property or this lease acting in their official capacity.

(c) To perform all obligations herein expressed in a prompt fashion, without notice or demand.

(d) To surrender the subject property upon termination or expiration of this Lease Agreement, with improvements to be in the condition as herein specified.

(e) To provide LESSOR, at each rental adjustment date, written certification by LESSEE or an officer of LESSEE of compliance with the provisions of this lease pertaining to environmental matters.

(f) To maintain the subject property at all times in a clean, neat, and orderly manner, free of waste materials, and to keep grass and other vegetation clipped.

22. Reservations. LESSOR reserves title to all oil or gas, coal, ignite or other minerals in, on, or under said lease property, together with the right to enter and remove the same, but not in a manner which interferes with LESSEE'S operations on the subject property.

23. Rights-of-Way. LESSOR reserves the right to grant or sell right-of-way across any the subject property for roads, highways, railroads, fiber optic cables or any public utility line. Provided that any such roads, highways, railroads, fiber optic cables or public utility lines be constructed in a manner so as not to interfere with LESSEE'S operations.

24. Recording. LESSOR will deliver this Lease Agreement to the Chancery Clerk of Jackson County for original recording, and LESSEE shall reimburse the LESSOR for any such recording fee upon being invoiced for the same.

25. Immunity. No provision of this lease, whether requiring LESSEE to maintain insurance or to indemnify LESSOR or otherwise, shall be construed as a waiver by LESSOR of any provision of law related to governmental immunity.

26. Interpretation. The parties to this Lease Agreement acknowledge that this agreement has been drafted by both parties and any ambiguities shall not be construed against a single party.

27. Governing Law. This Lease Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Mississippi and that jurisdiction and venue for any actions arising from this Lease Agreement and any amendments hereto shall rest exclusively in the Chancery Court of Jackson County, Mississippi.

28. Secretary of State. By virtue of the signature below, the Secretary of State of the State of Mississippi has approved this Lease Agreement in accordance with the Secretary's authority for general supervision of 16th Section Public School Trust Land. Approval of this Lease Agreement by the Secretary of State indicates that the LESSOR has exercised the care and skill of an ordinary prudent person to protect the beneficiaries of the16th Section Public School Trust Land.

29. Supervisory Right. Secretary of State, as supervisory trustee, shall have the right to institute any action to enforce the terms of this Lease Agreement in the event LESSOR fails to do so in a timely manner. In the event the Secretary institutes legal action to enforce the terms of this Lease Agreement, he shall have the rights as are conferred to LESSOR.

30. Additional Provisions. This Lease Agreement contains an Exhibit "B." Any additional or special provisions to this Lease Agreement are set forth in Exhibit "B" and incorporated by reference as if copied fully herein. If there are no additional or special provisions then Exhibit "B" shall state "NONE."

31. Entire Agreement. This Lease Agreement shall constitute the entire agreement between the parties. Any prior understanding or representation of any kind preceding the date of this Lease Agreement shall not be binding upon either party except to the extent incorporated in this agreement.

IN WITNESS WHEREOF executed on this the _____ day of _____, 2025.

LESSOR: JACKSON COUNTY SCHOOL DISTRICT
BY AND THROUGH:

DAVID BAGGETT, SUPERINTENDENT

BY:_____

J. KEITH LEE, PRESIDENT OF THE BOARD OF EDUCATION

BY:_____

LESSEE: JONES PHYSICAL THERAPY

BY:_____
JADE JONES

This Commercial Lease Agreement was approved by the Jackson County Board of Supervisors on the _____ day of _____, 2025.

_____
PRESIDENT, JACKSON COUNTY BOARD OF SUPERVISORS

ACKNOWLEDGMENT

STATE OF MISSISSIPPI
COUNTY OF JACKSON

PERSONALLY APPEARED before me, the undersigned authority in and for the said county and state, on this the _____ day of _____, 2025, within my jurisdiction, the within named David Baggett, Superintendent of Schools and J. Keith Lee, School Board President of the Jackson County School District Board of Education, who acknowledged that in said representative capacity as Superintendent of Schools and President of the Board of Education of the Jackson County School District, they executed the above and foregoing instrument for and on behalf of said Board of Education, after first having been duly authorized so to do.

_____
NOTARY PUBLIC

«SEAL»

MY COMMISSION EXPIRES:

ACKNOWLEDGMENT

STATE OF MISSISSIPPI
COUNTY OF JACKSON

PERSONALLY APPEARED before me, the undersigned authority in and for the said county and state, on this the _____ day of _____, 2025, within my jurisdiction, the within named _____ who acknowledged that he/she is President of the Jackson County Board of Supervisors and that in said representative capacity he/she executed the above and foregoing instrument, after first having been duly authorized so to do.

_____
NOTARY PUBLIC

«SEAL»

MY COMMISSION EXPIRES:

ACKNOWLEDGMENT

STATE OF MISSISSIPPI
COUNTY OF JACKSON

PERSONALLY APPEARED before me, the undersigned authority in and for the said county and state, on this the _____ day of _____, 2025, within my jurisdiction, the within named Jade Jones, who acknowledged that he/she is the _____ of Jones Physical Therapy executed the above and foregoing instrument, after first having been duly authorized to do so.

_____
NOTARY PUBLIC

«SEAL»

MY COMMISSION EXPIRES:

EXHIBIT “A”: PROPERTY DESCRIPTION

Please see attached.

EXHIBIT "B": ADDITIONAL PROVISIONS

NONE.

RESOLUTION OF THE BOARD OF EDUCATION OF THE JACKSON COUNTY SCHOOL DISTRICT CANCELLING LEASE ON SIXTEENTH SECTION PUBLIC SCHOOL TRUST LAND

WHEREAS, the Board of Education of the Jackson County School District executed the following described lease of Sixteenth Section Public School Trust Lands situated in Jackson County, Mississippi:

STATE LEASE #:	6760
BEGINNING DATE:	June 16, 2015
ENDING DATE:	June 16, 2040
TERM:	25 years
LESSEE:	David Holbert 9609 Briarcrest Lane Vancleave, MS 39565
ANNUAL RENT:	$6,250.00
RENT DUE DATE:	June 16, 2026

LAND DESCRIPTION: See attachment "A"

AND WHEREAS, said base residential lease having been recorded in the Land Deed Records of Jackson County, Mississippi in Book 1792 at Pages 266-282;

AND WHEREAS, David Holbert having requested in writing that base lease be cancelled so as to allow a new lease to be entered into between the School District and the purchaser of the improvements on the property, T K & G, LLC;

AND WHEREAS, the Board of Education of the Jackson County School District having determined that said lease is in good standing and that cancellation of the base lease and entry into a new lease as requested is in the best interest of the School District and of its management of all 16th Section lands within the district;

NOW THEREFORE, BE IT RESOLVED that said base lease as amended is hereby declared terminated and cancelled effective immediately and that a new lease be entered into between the district as Lessor, and T K & G, LLC, as Lessee.

BE IT FURTHER RESOLVED, that the Superintendent of Education execute a Cancellation of Sixteenth Section Land Lease and direct the Chancery Clerk to enter the same in the Land Deed Records of Jackson County, Mississippi.

BE IT FURTHER RESOLVED, that a copy of this resolution be spread upon the minutes of this Board of Education.

The above and foregoing resolution canceling this lease on Sixteenth Section Public School Trust Land came before the Board of Education of the Jackson County School District and its meeting held on the 17th day of November, 2025, upon the motion of _____, duly seconded by _____.

The attendance and voting of the members of this Board of Education on said resolution is recorded as follows:

Board Member	For	Against	Abstain	Absent
J. Keith Lee	( )	( )	( )	( )
Jory Howell	( )	( )	( )	( )
Amy Peterson	( )	( )	( )	( )
Deanna Smith	( )	( )	( )	( )
Lea Bailey	( )	( )	( )	( )

RESOLUTION APPROVED AND ADOPTED, this the 17th day November, 2025.

BOARD OF EDUCATION OF THE
JACKSON COUNTY SCHOOL DISTRICT

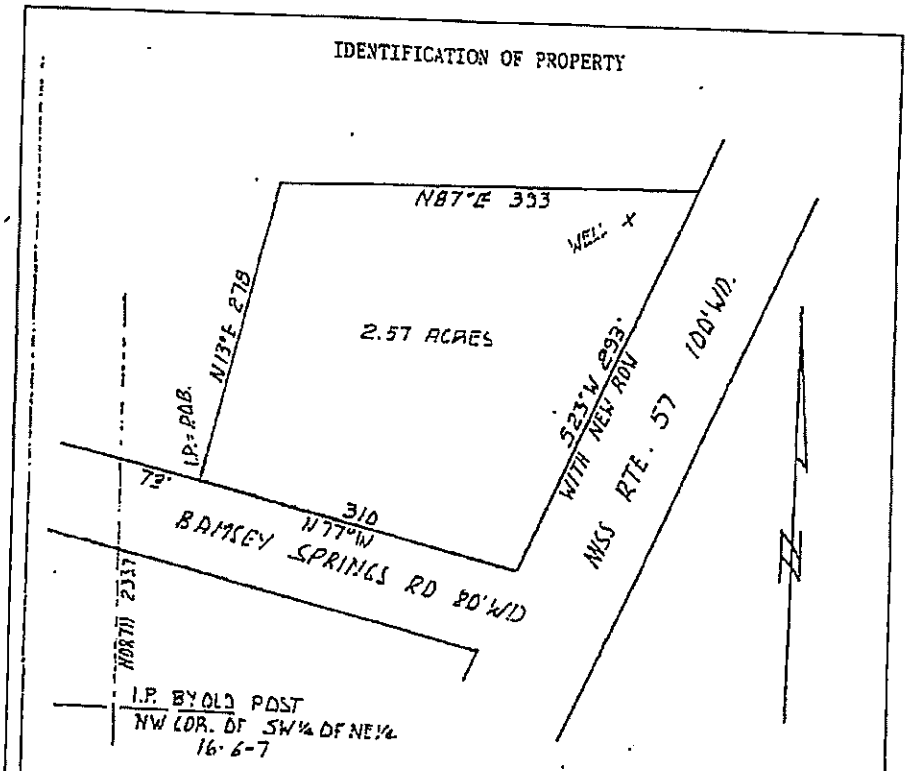
ATTEST:

_____ _____
BOARD SECRETARY BOARD PRESIDENT

_____ _____
(PRINT NAME) (PRINT NAME)

CHANCERY CLERK RECORDING BELOW:

PLOT PLAN / SURVEY
SUBJECT PROPERTY



Description:

Beginning at a iron pin in the Northerly margin of the Ramsey Springs Road, this point being North 233.7' from and S77°E 73' from the the iron pin at the NW corner of the SW¼ of the NE¼ of section 16-T6S-R7W in Jackson Co.,Ms running thence N13°E 278' to an iron pin; thence N87°E 393' to an iron ;in in the margin of Miss Rte. 57; thence S23°W 392.6'; thence with the margin of Ramsey Springs Road, N77°W 310' to the Beginning and containing 2.57 Acres in the NW¼ of the NE¼ of 16-6-7

PROPERTY LINE SURVEY
FOR: TAYLOR
SUBDIVISION NW¼ OF NE¼ 16-6-7
BLOCK: LOTS
RECORDED: BK. P. In the Office of the Chancery Crt. Clk. Jackson Co., Ms.

I hereby certify that I have surveyed the property shown on the above plat and the plat truly shows the survey and that the survey is true and correct.

Stephen A Draper
STEPHEN A. DRAPER
Mississippi Licensed Surveyor # 1564
DATE July 15, 1991
SCALE: 1" = 100

STEPHEN A. DRAPER REGISTERED LAND SURVEYOR 1564 STATE OF MISSISSIPPI

Prepared by and return to:
Tiffany Lowery
Jackson County School District
4700 Colonel Vickrey Road
Vancleave, Mississippi 39565
(228) 283-3000

INDEXING INSTRUCTIONS: SEC. 16, T6S, R7W

RELEASE/CANCELLATION
SIXTEENTH SECTION LAND LEASE

STATE OF MISSISSIPPI
COUNTY OF JACKSON

That I, David Baggett, Superintendent of the Jackson County School District, having been duly authorized by Resolution of the Jackson County Board of Education, approved on November 17, 2025, do hereby constitute and appoint Josh Eldridge, Clerk of Chancery Court, in and for said State and County, my true and lawful attorney for me, to enter cancellation upon the records of the Chancery Clerk's Office in Jackson County, of that certain Residential Sixteenth Section land lease executed by Jackson County Board of Education to David Holbert, Section 16, T6S, R7W, which said base lease is recorded in Land Record Book Number 1792, Pages 266-282, of the Land Records of Jackson County, Mississippi.

Witness my hand and seal, this _____ day of _____, 2025.

_____
DAVID BAGGETT, SUPERINTENDENT OF
THE JACKSON COUNTY SCHOOL DISTRICT

LESSOR:
Jackson County School District
Post Office Box 5069
Vancleave, MS 39565
Telephone: (228) 283-3000

LESSEE:
David Holbert
9609 Briarcrest Lane
Vancleave, MS 39565
Telephone: (228) 623-7568

STATE OF MISSISSIPPI
COUNTY OF JACKSON

Personally appeared before me, the undersigned authority in and for said county the within named David Baggett, Superintendent of the Jackson County School District, who acknowledged that he signed, sealed, and delivered the within instrument for the purpose therein expressed, as act and deed, on the day and year therein mentioned.

Given under my hand and seal, this the _____ day of _____, 2025.

_____
Notary Signature

Notary Seal and Expiration Date:

Prepared by:
Tiffany Lowery
Jackson County School District
4700 Colonel Vickrey Road
Vancleave, MS 39565
(228) 283-3000

Return to:
Same

STATE OF MISSISSIPPI
COUNTY OF Jackson

RESIDENTIAL LEASE
16TH SECTION PUBLIC SCHOOL TRUST LAND

THIS 16TH SECTION PUBLIC SCHOOL TRUST LANDS RESIDENTIAL LEASE AGREEMENT, (hereinafter "Lease Agreement"), is made and entered into this the 17th day of November, 2025 by and between the LESSOR,

Jackson County School District
4700 Colonel Vickrey Road
Vancleave, MS 39565
(228) 283-3000

and LESSEE,

TK&G, LLC
16316 Highway 57
Vancleave, MS 39565
(228) 233-0112

INDEXING INSTRUCTIONS:
SECTION 16, T6S, R7W (+/-2.57 ACRES)
(TAX PARCEL 02316130.000)JACKSONCOUNTY,MISSISSIPPI

WITNESSETH:

That, for the term and in consideration of the annual rentals hereinafter set forth, and the covenants, conditions, and obligations to be observed and performed by LESSEE, LESSOR does hereby lease, let and rent unto LESSEE the following classified "Residential lands", situated in Jackson County, Mississippi (hereinafter called the "Leased Premises") and described as:

SEE SURVEY AND DESCRIPTION ATTACHED AS EXHIBIT "A" TO THIS LEASE

1. Term. The term of this Lease Agreement shall be for Twenty-Five (25) years, beginning on the 17th day of November, 2025, and terminating on the 17th day of November ,2050 (called the "primary term"). For purposes of this Lease Agreement the Anniversary Date shall be 17th of each year.

It is expressly agreed and understood by all the parties hereto that part of the consideration given for the execution and delivery of this instrument is the option hereby granted to LESSEE to renew this Lease Agreement for an additional "secondary term" of twenty-five (25) years from November17, 2050, under the same terms, conditions, and stipulations set forth herein, except the annual rental shall be based upon the fair market value of the land, excluding the value of buildings and improvements not then owned by LESSOR, as determined by a qualified appraiser selected by LESSOR hereto who performs his appraisal not more than twelve months and not less than three months prior to the expiration of the initial primary term. LESSEE shall exercise said option to renew for the secondary term of twenty-five (25) years by notifying LESSOR in writing no less than twelve (12) months in advance of the expiration of the primary term and by tendering the determined annual rental to LESSOR at its above-stated address prior to the expiration of the primary term as may be required by statute. The cost of the new appraisal shall be borne by LESSEE. A new lease shall be executed to effectuate the secondary term.

2. Rental Amount. LESSEE agrees and covenants to pay or cause to be paid to LESSOR annually, on or before the Anniversary Date of this Lease Agreement each year during the term hereof, rentals in the amount of FourteenThousandDollarsandno/100 ($14,000.00). The first annual payment has been made with the execution hereof, and a like amount, subject to adjustment, shall be due and payable on each anniversary date. Subsequent payment of annual rent shall be due on or before the Anniversary Date of this Lease Agreement. The obligation of LESSEE to pay rent under this Lease Agreement is unconditional, and the rent shall not be subject to set off for any reason or cause. LESSOR and LESSEE agree that in the event of termination or cancellation, any rental payment made during the term of this Lease Agreement is not refundable, and LESSEE waives any right or claim it may have to refund of rent paid. Rents shall be adjusted periodically pursuant to the rent adjustment clause contained in Paragraph 3 of this lease. In the event LESSEE is delinquent in the payment of rent, LESSEE shall pay a late charge equal to fifteen percent (15%) of the amount of rent past due for more than 30 days and thereafter shall pay interest on any rent past due at an annual rate (the "Default Rate) equal to the maximum rate then allowed by law or, if there is no maximum rate, then a rate equal to five

percent per annum above the discount rate, excluding any surcharge thereon, on ninety-day commercial paper in effect at the Federal Reserve Bank in the Federal Reserve district in which the LESSOR is located, calculated according to the actuarial method.

3. Rent Adjustment. The eighth and every subsequent eight year Anniversary Date of the commencement of this Lease Agreement shall be the effective dates of rental adjustments, and on such dates the amount of annual rental due and payable hereunder shall be adjusted in the manner hereafter described to reflect the current fair market rental value of the Leased Premises.

(a) LESSOR shall use its best efforts to cause the Leased Premises to be reappraised and a redetermination made of the annual fair market rental amount within six months before any adjustment date. In the event LESSOR shall fail to instigate reappraisal within the six months preceding any rent adjustment date, LESSOR shall not be deemed to have waived this provision requiring rent adjustment, and in such event (at any time after a rent adjustment date), LESSOR may proceed to have the Leased Premises reappraised and an adjusted rent determined for any such readjustment period. The adjusted rent shall be effective on the required adjustment date and LESSEE shall pay any deficiency to LESSOR within fifteen (15) days of the determination of the adjusted rent. The reappraisal shall be made pursuant to the Mississippi Code of 1972, § 29-3-69, or pursuant to the statute then in effect governing such leases and procedures for determining fair market rental value. The reappraisal shall establish the fair market value of the property unencumbered by this lease and shall reflect the market rate of return at the time but shall be no less than the minimum acceptable percentage provided by the statute in effect. Unless altered by the procedures described below, the amount of rent so determined as of each rental adjustment date shall be paid until the next rental adjustment date or for the balance of the lease as the case may be. The appraisal process described in this subparagraph (a) may be referred to hereafter as the Statutory Procedure. The cost of the reappraisal shall be borne by LESSEE, using an appraiser selected by LESSOR.

(b) Should the Statutory Procedure result in an increase in rent over the amount previously due, LESSEE, by notice in writing given to LESSOR within 15 days after receiving notice of the increase, shall have the right to elect an alternate method of determining the current fair market rental value of the Leased Premises (the "Alternate Procedure") as follows:

(1) LESSEE may provide an appraisal by a Mississippi licensed appraiser having the qualifications hereafter described giving an opinion of current fair market annual rental value based on the (i) the fair market value of the land unencumbered by this lease and (ii) a reasonable percentage of return on comparable land investments as of the rental adjustment date. The written report of LESSEE'S appraiser shall be delivered to LESSOR within 45 days after the date on which LESSOR gave notice of an increase in rent under the Statutory Procedure. UPON FAILURE TO PROVIDE AN ALTERNATE APPRAISAL WITHIN THE TIME ALLOWED, LESSEE SHALL FORFEIT THE RIGHT TO PURSUE THE ALTERNATE PROCEDURE, AND ANNUAL RENT DETERMINED UNDER THE STATUTORY PROCEDURE SHALL BECOME DUE AND PAYABLE.

(2) The two appraisers shall make a good faith effort to reconcile their differences. If they have been unable to do so within 10 days after delivery of the report of LESSEE'S appraiser, the two appraisers within such 10 day period shall each submit the names of three appraisers having the qualifications hereafter described who practice in Mississippi to serve as a review appraiser, and they shall select the review appraiser

from names in common on the two lists. If there is no name in common on the two lists, or if the person selected shall decline to serve, then each appraiser shall submit another list of three names of persons meeting the same criteria.

(3) The review appraiser shall review and analyze the two appraisal reports, and if needed, inspect the land, consult with the two appraisers, review their assumptions and source information and request corrections, revisions, and additions to the appraisal reports. The review appraiser may also consider relevant information from his own files, conduct such independent investigation as he deems appropriate and may consider comparable transactions which occurred after the rental adjustment date.

(4) The review appraiser shall report his opinion of annual fair market rent and such amount shall be accepted by LESSOR and LESSEE as the current fair market rental value of the Leased Premises.

(c) If LESSEE requests the Alternate Procedure, LESSEE shall pay all fees and expenses of LESSEE'S appraiser, the review appraiser and any additional charges of LESSOR'S appraiser. The review appraiser, however, shall perform his duties in an independent and impartial manner irrespective of the source of payment of his fees and expenses.

(d) The annual rentals on any adjustment date shall not be reduced below the amount established upon the initial date of this lease except upon determination by the Statutory Procedure.

(e) The amount of rent determined in the above manner shall be remitted on or before the rental adjustment date or, if the rental adjustment procedures are concluded after such date, then promptly upon conclusion of such procedures effective as of the rental adjustment date.

(f) The rent adjustment procedures will not delay the due date of rent at the existing annual rate and will not affect LESSOR'S right to declare a default if such rent is not timely paid.

(g) LESSEE'S appraiser and the review appraiser must be members of the same organization of appraisers as LESSOR'S appraiser, or an organization having higher requirements for admission, and must have the same or higher designation (such as, for example, Member, Appraisal Institute). If LESSOR'S appraiser belongs to more than one organization, the other appraisers must belong to the organization having the highest standards and qualifications for membership. If the organization has multiple designations for appraisers, the review appraiser and LESSEE'S appraiser must hold the same or a higher designation as held by LESSOR'S appraiser.

4. Taxes. LESSEE covenants and agrees to pay any and all general and special taxes and assessments, including drainage taxes, if ever any there be, applicable to the Leased Premises and LESSEE'S interest therein; further, LESSEE covenants and agrees to pay any and all survey costs and recording fees in connection with this Lease Agreement or any other fees so determined by law. All payments for general and special taxes and assessments, including drainage taxes, shall be made directly to the governmental authority responsible for collecting such taxes and assessments. During the final year of the lease term, LESSOR or the governmental authority responsible for collecting taxes and assessments may require payment of any such taxes or assessments in advance or require that other security be given

to insure that taxes will be paid when due. In the event it becomes necessary for the County Tax Collector or any other authority responsible for collecting general and special taxes or assessments to retain the services of attorneys to collect any taxes or assessments due from LESSEE under this lease, then LESSEE agrees to pay all costs and expenses of such actions or collections, including a reasonable attorneys' fee for the County Tax Collector or such other authority responsible for collecting said taxes or assessments.

5. Assignment. This lease SHALL NOT BE ASSIGNED OR SUBLEASED. Assignment or sublease of this Lease Agreement or any rights hereunder shall automatically terminate this lease without any further notice or action by LESSOR. In the event LESSEE owns improvements on Leased Premises, any purchaser of said improvements or any person or entity holding a contract to purchase said improvements shall have the right of first refusal to negotiate a new lease agreement with LESSOR.

6. Improvements. LESSEE agrees, at LESSEE'S own cost and expense, to keep all improvements in a good state of repair at all times and maintain the premises in good order and in a clean, sanitary and safe condition. While this Lease continues in force and effect, LESSEE shall have the unrestricted right to remove, change, alter, modify, add to or subtract from any of LESSEE'S improvements on the land as LESSEE may in his sole discretion elect so to do, and LESSOR, while this Lease or any extensions thereof continues in force and effect, shall have no ownership interest in any of LESSEE'S improvements. If any improvements are removed, LESSEE shall be obligated to remove all foundations and paved areas, fill any excavations with a soil material suitable as a foundation support for further construction and generally restore the premises to a condition suitable for construction, use and occupancy by others. LESSEE shall have the right to construct new or replacement buildings or structures on the Leased Premises. In the event construction is contemplated, LESSEE shall submit a description of the general nature of the proposed improvement and its intended use to LESSOR for approval, which approval shall not be unreasonably withheld.

7. Default. The parties herein expressly agree that if default shall be made in the payment of any tax assessment or other charge made pursuant to this Lease Agreement, then and in any such event of default, it shall be lawful for LESSOR, its legal representatives or assigns, to enter upon the Leased Premises, or any part thereof, either with or without process of law, to re-enter and repossess the same, and to distrain for any rent or assessment that may be due thereon, at the election of LESSOR, but nothing herein is to be construed to mean that LESSOR is not permitted to hold LESSEE liable for any unpaid liens or assessment to that time. As to all other conditions, covenants and obligations imposed on LESSEE herein, enforcement shall be by proceedings at law or in equity against any person or persons violating or attempting to violate said conditions, covenants and obligations, to restrain violation and to recover damages, if any, including reasonable expenses of litigation and a reasonable attorney's fee, which LESSEE expressly agrees to pay. Such enforcement by proceedings at law or in equity may be instituted at any time after sixty (60) days written notice to LESSEE. Invalidation of any provision(s) of this Lease by judgment or court order shall in no way affect any of the remaining provisions which shall remain in full force and effect.

8. Forfeiture. In the event of any forfeiture, default or cancellation of this Lease Agreement or termination under the terms hereof as aforesaid, LESSEE shall quit, deliver up and surrender possession of the Leased Premises, and all structures and improvements thereon to LESSOR,

and thereupon this Lease Agreement and all agreements and covenants on LESSOR'S behalf to be performed and kept, shall cease, terminate and be utterly void, the same as if this Lease had not been made; and in addition thereto, LESSOR shall be entitled to whatever remedies it may have at law for the collection of any unpaid rental hereunder, or for any other sums, for damages or otherwise, that it may have sustained on account of LESSEE'S non fulfillment or nonperformance of the terms and conditions of this Lease. LESSEE shall pay to LESSOR all costs of collection of rent or enforcement of this Lease Agreement, including expenses of litigation and attorneys fees, regardless of whether suit is filed. Immediately upon the termination of this Lease in any manner, whether by litigation or forfeiture, LESSOR shall be entitled to take possession of the Leased Premises and all the improvements thereon absolutely, any custom, usage, or law to the contrary notwithstanding. Mobile homes, factory manufactured, complete with wheels, where permitted to be placed, may, however, be removed at the termination of the Lease Agreement, when termination is by the expiration of the full term, but not in the event of default.

9. Waste. LESSEE shall be responsible for any waste or damages that may be caused to LESSOR's property by the activities of LESSEE under this Lease Agreement, and shall exercise due diligence in the protection of all improvements, timber and other property of LESSOR, which may be located on the Leased Premises or in the vicinity thereof, against fire or damage from any and all other causes. LESSEE shall further comply with all applicable laws, rules, and regulations concerning LESSEE'S use of the property and/or obligations under this Lease Agreement. This obligation shall include, but not be limited to, compliance with federal, state and local environmental, endangered species, wetlands, and other laws, rules and regulations that may presently exist or hereafter be adopted. In the event of contamination of soils, air or water arising out of any LESSEE use, LESSEE shall be responsible for all mandated remediation and monitoring with this obligation to survive termination of this lease.

10. Indemnity. LESSEE shall protect, indemnify, defend, save, and hold harmless LESSOR, the State of Mississippi, and the Secretary of State, their officers, board members, employees and agents, from and against all claims, demands, liabilities, suits, injuries, and any and all losses or damages and cost of every kind and nature whatsoever ("loss"), including but not limited to all court costs and attorneys fees and all personal injury or death and/or damage to any person or entity including, but not limited to, LESSOR and its property or other loss arising out of any alleged noncompliance with laws or caused by LESSEE'S exercise of its rights under this Lease Agreement and/or resulting from the actions or omission of LESSEE in connection with its presence on or any use of Leased Premises by it, its officers, agents, subcontractors, employees, or invitees; provided, however, it is understood that the indemnity provided by LESSEE as described in this paragraph shall not extend to intentional or negligent acts of LESSOR, its officers, or agents.

11. Right to Cure. Notwithstanding any DEFAULT of this Lease Agreement, any present or future holder of a mortgage or deed of trust representing money loaned on facilities located on the Leased Premises shall have the right of a sixty (60) day notice of default within which to cure any default which may be cured by the payment of money. In addition, for any other default for which a forfeiture of said Lease may be invoked, such holder shall have reasonable time, which shall not be less than sixty (60) days, either to require the correction of such default, or in lieu thereof to protect itself through the exercise of a power of sale and thereby acquire title to such properties and correct such default.

12. Enjoyment. LESSEE shall have quiet and peaceable possession as long as compliance is made by LESSEE with the terms of this Lease Agreement. LESSEE, his heirs successors or assigns, shall occupy the premises as a single family residence; but this condition shall not prejudice rights of a holder of mortgage or deed of trust set forth elsewhere in this residential lease agreement. LESSEE certifies that there are no other dwellings on the Leased Premises other than LESSEE'S dwelling.

13. Reservation. LESSOR reserves title to all timber, the right to harvest said timber at LESSOR's discretion and to reseed or replant after harvest, together with title to all minerals and oil and gas, together with the right of ingress and egress to remove same, as provided by law. LESSOR reserves the right to grant or sell rights-of-way across the Leased Premises for roads, highways, railroads, fiber optic cables or any public utility line, provided that any such roads, highways, railroads, fiber optic cables or public utility lines be constructed or operated in a manner so as not to unreasonably interfere with LESSEE'S use of the property.

14. Mortgage. Any recorded mortgages or deed of trust may provide that any default by the LESSEE/Mortgagor concerning this Lease shall likewise be a default of such mortgage or deed of trust, but failure to indicate such provisions in any mortgage or deed of trust shall not affect the validity or propriety thereof nor diminish the protection extended to the holder of such mortgage or deed of trust or the indebtedness secured thereby. Notwithstanding any provision of this Lease to the contrary, in the event of a default and foreclosure of a mortgage or deed of trust representing money loaned on the hereinbefore described property or the receipt of a transfer in lieu thereof, the purchaser at such foreclosure or the recipient of a transfer in lieu thereof will receive all the rights and privileges of a LESSEE and likewise assume all responsibilities of a LESSEE as if such purchaser or transferee had initially been a LESSEE under this Lease Agreement.

15. Condemnation. In the event of condemnation or other taking for public use under powers of eminent domain of all or part of LESSEE'S interest in the Leased Premises, payments for such condemnation or taking of LESSEE'S leasehold interest shall be payable to LESSEE, or, if the LESSEE'S promises are encumbered by a mortgage or Deed of Trust, payment for the leasehold estate shall be made in accordance with the terms and provisions of such mortgage or Deed of Trust. Leasehold mortgagee (or trustee for restoration in the case of partial awards) shall be entitled to receive payment of a condemnation award to which LESSEE is entitled. The payment must not be less than the total award less the value of the land considered as unimproved.

16. Notices. All notices specified by this Lease Agreement shall be in writing and sent by registered or certified mail, postage prepaid to the following addresses or hand-delivered in person, delivered by facsimile or otherwise to the following persons. By written notice, either party may change the persons or addresses to whom notice may be given.

16th Section Manager
PO Box 5069
Vancleave, Mississippi 39565
(228) 826-0122

To LESSEE:
16316 Hwy 57
Vancleave, Mississippi 39565
(228) 233 - 0112

17. Filing. LESSOR will deliver this Lease Agreement to the Chancery Clerk of Jackson County for recording, and LESSEE has herewith delivered to LESSOR a check in the sum of Thirty Dollars and no/100 $ 30.00 payable to such Chancery Clerk as recording fees.

18. Immunity. No provision of this Lease Agreement, whether requiring LESSEE to maintain insurance or to indemnify LESSOR or otherwise, shall be construed as a waiver by LESSOR of any provision of law related to governmental immunity.

19. Interpretation. The parties to this Lease Agreement acknowledge that they have freely entered into this Lease Agreement and any ambiguities shall not be construed against a single party.

20. Governing Law. This Lease Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Mississippi. Jurisdiction and venue for any actions arising from this Lease Agreement and any amendments hereto shall rest exclusively in the Chancery Court of Jackson County, Mississippi.

21. Secretary of State. By virtue of the signature below, the Secretary of State of the State of Mississippi has approved this Lease Agreement in accordance with the Secretary's authority for general supervision of 16th Section Public School Trust Land. Approval of this Lease Agreement by the Secretary of State indicates that the LESSOR has exercised the care and skill of an ordinary prudent person to protect the beneficiaries of the 16th Section Public School Trust Land.

22. Supervisory Trustee. The Secretary of State, as supervisory trustee, shall have the right to institute any action to enforce the terms of this Lease Agreement in the event LESSOR fails to do in a timely manner. In the event the Secretary institutes legal action to enforce the terms of this Lease Agreement, he shall have all rights as are conferred to LESSOR.

23. Additional Provisions. This Lease Agreement contains an Exhibit "B." Any additional or special provisions to this Lease Agreement are set forth in Exhibit "B" and incorporated by reference as if copied fully herein. If there are no additional or special provisions then Exhibit "B" shall state "NONE."

24. Entire Agreement. This Lease Agreement shall constitute the entire agreement between the parties. Any prior understanding or representation of any kind preceding the date of this Lease Agreement shall not be binding upon either party except to the extent incorporated in this agreement. This Lease Agreement contains Exhibits "A" and "B." If Exhibits "A" and "B" are not attached to this Lease Agreement, then this Lease Agreement shall be null and void.

IN WITNESS WHEREOF, this Lease Agreement is executed by LESSOR and pursuant to order entered upon its minutes, is executed by LESSEE this the _____ day of _____, 2___.

Signed, Sealed and Delivered in the Presence of:

LESSOR:

Jackson County School District
School District

Superintendent: David Baggett

Board President: J. Keith Lee

APPROVED:

Jackson County Board of Supervisors
County Board of Supervisors

President: _____

Secretary of State:
Michael Watson

LESSEE:

Printed Name: TK&G, LLC Joel Tipton

ACKNOWLEDGMENTS

School District

STATE OF MISSISSIPPI
COUNTY OF Jackosn

Personally appeared before me, the undersigned authority in and for said county and state, on this 17 day of November, 2025, within my jurisdiction, the within named David Baggett, Superintendent of Schools and J.Keith Lee, school board President of the Jackson County School District Board of Education, who acknowledged that in said representative capacity as Superintendent of Schools and President of the Board of Education of the Jackson County School District, they executed the above and foregoing instrument for and on behalf of said Board of Education, after first having been duly authorized so to do.

Printed Name: Tiffany Lowery
(Notary Public)

My Commission Expires: _____ (Affix official seal, if applicable)

Board of Supervisors

STATE OF MISSISSIPPI
COUNTY OF Jackson

Personally appeared before me the undersigned authority in and for the said county and state, on this the ____ day of _____, 2_____, within my jurisdiction, the within named _____, who acknowledged to me that he / she is the President of the Board of Supervisors of _____ County, Mississippi, and that in said representative capacity he / she executed the above and foregoing instrument for and on behalf of said Board of Supervisors, after first having been duly authorized so to do.

Printed Name: _____
(Notary Public)

My Commission Expires: _____ (Affix official seal, if applicable)

ACKNOWLEDGEMENTS

Lessee - Personal

STATE OF MISSISSIPPI
COUNTY OF _____

Personally appeared before me, the undersigned authority in and for said county and state, on this the _____ day of _____, 2____, within my jurisdiction, the within named _____, who acknowledged that he / she executed the above and foregoing instrument.

_____
Printed Name: _____
(Notary Public)

My Commission Expires: _____ (Affix official seal, if applicable)

Lessee - Corporate

STATE OF MISSISSIPPI
COUNTY OF _____

Personally appeared before me the undersigned authority in and for said county and state, on this the _____ day of _____, 2___, within my jurisdiction, the within named _____, who acknowledged to me that he / she is the _____ of _____, and that in said representative capacity he / she executed the above and foregoing instrument, after first having been duly authorized so to do.

_____
Printed Name:_____
(Notary Public)

My Commission Expires:_____ (Affix official seal, if applicable)

EXHIBIT "A": DESCRIPTION OF PROPERTY

See attached

EXHIBIT "B": ADDITIONAL PROVISIONS

None

Memorandum of Understanding Between
Parent Academy at the University of Mississippi Center for Excellence in Literacy Instruction
And
Vancleave Lower Elementary, Jackson County School District

This Memorandum of Understanding (MOU) establishes a type of partnership between The University of Mississippi (University) on behalf of Parent Academy housed at the University's Center for Excellence in Literacy Instruction (CELI), and Starkville Oktibbeha Early Learning Collaborative.

Together, the Parties enter into this MOU to mutually promote kindergarten readiness through the Parent Academy program. Accordingly, Parent Academy and the Site, operating under this MOU, agree as follows:

Each party to this MOU is responsible for its own expenses related to this MOU. There will not be an exchange of funds between the parties for tasks associated with this MOU.

Each organization of this MOU will communicate regularly to ensure Parent Academy success. The Program Delivery Location/Site will communicate weekly with the assigned CELI staff via email, phone, or in-person to provide updates on the program progress, as well as to discuss needs/concerns. Mission Acceleration staff will communicate with the School District/Organization. In the event of an emergency or immediate concern, the Program Delivery Location/Site should communicate directly with the Mission Acceleration staff.

Contact Information
Each party will appoint a person to serve as the official contact and coordinate the activities of each organization is carrying out the agreement.

Angela Rutherford, CELI Director

Krista Sablich, Principal, Vancleave Lower Elementary School, Jackson County School District

Responsibilities
The entities agree to the following for this MOU:

CELI will:
- Provide virtual facilitator training for your selected facilitators.
- Provide ongoing support and coaching, as needed.
- Provide digital access to all slides, handouts, and facilitator materials to trained facilitators for one academic year.
- Offer guidance and consultation to support high-quality implementation.
- Monitor progress and gather feedback to support continuous program improvement.

Parent Academy site will:

- Ensure all facilitators will attend one virtual facilitator training session.
- Complete all six in-person Parent Academy sessions by the conclusion of the 2025-2026 school year.
    - *Example meeting schedule*: September, October, November, January, February, March
- Submit a completed Master Planner to the CELI team at least two weeks prior to implementation.
- Implement the Parent Academy program with fidelity.
- Collect and submit all required documentation to CELI (e.g., session sign-ins, pre/post surveys, exit tickets).
- Welcome CELI staff to attend and observe sessions.
- Maintain regular communication with CELI.
- Participate in program evaluation (e.g., potential family focus groups, facilitator interviews/surveys).
- Cover all costs associated with Parent Academy implementation (e.g., printing handouts, materials, meals, childcare, selected incentives).

Intellectual Property

Parent Academy, including all materials, curriculum, content, and branding, is the intellectual property of the Center for Excellence in Literacy Instruction (CELI) at the University of Mississippi. CELI retains all rights, title, and interest in and to the program.

Participating sites are provided access to Parent Academy materials solely for the purpose of implementation in collaboration with CELI. Materials may not be reproduced, modified, or distributed beyond this scope without prior written permission from CELI.

Term of MOU

The term of this MOU is effective from date of signing of this agreement until the end of the academic year.

Authorization

The signing of this agreement implies that the signatories will strive to reach, to the best of their ability, the commitments stated in the agreement.

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

University of Mississippi	**Vancleave Lower Elementary School at Jackson County School District**
Andrea Rich Director of Sponsored Programs Administration	David Baggett Superintendent
Date	Date

JACKSON COUNTY School District

2026 BOARD CALENDAR

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

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

MAY

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

JUNE

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

JULY

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

AUGUST

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

SEPTEMBER

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

OCTOBER

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

NOVEMBER

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

DECEMBER

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

Board Meeting | MSBA Board Development | Federal Holiday

Thanksgiving/Christmas TBA

**Board meetings begin at 5:00 p.m., unless otherwise noted on the JCSD website*

ANNUAL AGENDA ITEMS

January

Recognize New Board Members Elected (even years)

February

School Board Recognition

Approve Administrative Recommendations

Present 2026-2027 School Calendar

Attendance Report February 1

March

Approve Certified Recommendations

Approve 2026-2027 School Calendar

April

Administrator, Teacher, Parent of the Year Presentations

Approve 2026- 2027 Meal Prices

Teacher and Administrative Assistant Appreciation Week

f.y.i. All Board Member Must File Ethics Commission Statement of Economic Interest by May 1st

Approve Student Transfer Agreement

Present 2026-2027 Student and Employee Handbooks

May

Approve SPED ESY

Approve IDEA Part B and Preschool Application

Bus Driver Appreciation

f.y.i. Gifted Program Presentation

Approve Non-Certified Recommendations

Approve ESY Requests

Approve MSBA Dues

Flood and Property Insurance Renewal

Award Janitorial Contract (SMAC)

Approve 2026–2027 Student Employee Handbooks

FY27 Budget Hearing

Ethics Report: May 1

June

Approve FY27 Budget

f.y.i. 3rd Grade Summative Reading Test Data

Renew Encore Contract

Approve School Board Attorney Contract

July

f.y.i. Athletic Performance Reports

f.y.i. Athletic Financial Report

Approve Supplements

Approve LSC and MET Recommendations

Approve Resolution for Ad Valorem Taxes

Approve 2026-2027 Dropout Prevention Plan

MSBA Policy Updates

August

Approve National Board Recommendations

Approve 2026-2027 Instructional Management Plan

Approve 2026-2027 Professional Learning Plan

Approve Federal Programs Manuals: EL, Immigrant, Homeless, Foster Care and Migrant

September

Present Athletic / Activities Award

Approve Worker's Comp Insurance Renewals

Approve Graduation Contracts

Approve FY26 Amended Budget

October

f.y.i. Accountability and Test Data

Present 2027 Board Calendar

Approve District Test Security Plan

November

Approve 2026 Board Calendar

MSBA Policy Updates

December

Election of Board Officers

Graduation Dates
May 19th - St. Martin
May 21st - Vancleave
May 22nd - East Central

School Tours
October - St. Martin
November - East Central
December - Vancleave

Donated Items Form

EEF Items

Name of Teacher

School/ Bldg./Room

Description of Item

Price

Serial Number

Model Number

Non EEF Donations

Intended use of the Item : Playground Equipment

Department/Bldg./Room : Playground

Original Cost of Item : $10,000

Fair Value of Item on Donated Date (Must Provide by Donor) : $10,000

Serial Number : 18-6060

Model Number: 31206R

Donor's Signature: Date:

Miranda Shelton 10/21/25

I have inspected the donated item above and it deem beneficial to my department.

Administrator Signature: Donna Knight

Date: 10/21/2025

Board Approved on:

JACKSON COUNTY SCHOOL DISTRICT

APPLICATION FOR PERMIT TO USE SCHOOL FACILITIES

Date of application: 10/21/2025	Date Usage Requested: 11/08/2025	
Name of Applicant: Andrew Lawson		
Address of Applicant:21808 John Holder Rd. Moss Point, MS 39562		
FACILITY REQUESTED	School: Football Stadium	Building: Stadium
Time building to be opened: 6:30 am	Estimated time to be closed:	
GIVE PURPOSE AND DETAILS OF ACTIVITY:		
Mississippi Gulf Coast Football Super Bowl		
Person in charge at program: Andrew Lawson/Derek Kirkwood	Will security be provided? Yes	
PERSON RESPONSIBLE FOR CLEANING/REPAIR CHARGES WHEN APPLICABLE		
Name: Andrew Lawson	Phone: 228-217-8857	
Address: 21808 John Holder Rd. Moss Point, MS 39562		

APPLICANT AGREES TO:	Pick up keys from: D. Wallace	On: 11/07/2025	By: 3:00	(am/pm)
	Return keys to: D. Wallace	On: 11/10/2025	By: 8:00	(am/pm)

The undersigned applicant hereby certifies that he/she, acting for and on behalf of himself/herself (or the organization), has read and understands the rules and regulations pertaining to the use of the school facilities and agrees to conform to the same.

ORGANIZATION: Mississippi Gulf Coast Youth Football League		
SIGNATURE: Andrew Lawson (Oct 21, 2025 07:57:41 CDT)	DATE: 10/21/25	TITLE: Vice President

FACILITY USUAGE FEE $ 150.00 per day (money/check paid with application)	**FACILITY CLEANING AND REPAIR FEE $ 100.00 per day** (money/check paid with application) **TOTAL FEE $ 250.00 per day** ( ) Fees $ N/A ( ) Bond $ N/A

APPLICATION APPROVED DATE:	10/22/25	PRINCIPAL: Donald K. Wallace	Signature: Donald K. Wallace (Oct 22, 2025 11:13:54 CDT)
APPLICATION DENIED DATE:			Email: dwj132@jcsd.ms

APPLICATION APPROVED DATE:	10/22/2025	ASSISTANT SUPERINTENDENT: Christopher Lebatard (Oct 22, 2025 11:25:28 CDT)
APPLICATION DENIED DATE:		

APPLICATION APPROVED DATE:		SUPERINTENDENT:
APPLICATION DENIED DATE:		

APPROVED (Jackson County School Board of Education)

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-167423 v113

Saint Martin Upper Elementary School - 1213634

Primary Contact
Magan Roberts
Email - mwj2121@jcsd.ms
11000 Yellow Jacket Rd
Ocean Springs, MS 39564-5871

Billing Contact
Magan Roberts
Email - mwj2121@jcsd.ms
11000 Yellow Jacket Rd
Ocean Springs, MS 39564-5871

Quote Summary	
School Count: 1	
Renaissance Products & Services Total	$2,065.80
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $2,065.80**

This quote includes: Star.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

The Jackson County School District Standard Contract Addendum attached hereto as Exhibit "A" is hereby incorporated into the Agreement between the parties.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an Invoice for this Quote promptly after the date the Order is processed at Renaissance. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance as an attachment to this signed quote. Customer agrees to pay the invoice within 30 days after the Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Contact information is correct.

Renaissance Learning, Inc.	Saint Martin Upper Elementary School
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 22-Oct-2025	Date:

Please e-sign OR print, sign, and return this Quote to your Account Representative Connor Gray at connor.gray@renaissance.com. For any changes or additional information, please reach out by email or phone at +1 6019142583. Thank you.

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-167423 v113

Quote Details

Saint Martin Upper Elementary School

Products & Services	Quantity	Unit Price	Total
Star Assessments			
Quote Year 1 01-Sep-2025 - 31-Aug-2026			
Star Reading Subscription	660	$3.13	$2,065.80
		Quote Year 1 Subtotal	**$2,065.80**
		Saint Martin Upper Elementary School Total	**$2,065.80**

Lexile is a registered trademark of MetaMetrics, Inc.

©Copyright 2024 Renaissance Learning, Inc. All rights reserved.
All logos, designs, and brand names for Renaissance's products and services are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States. All other product and company names should be considered the property of their respective companies and organization

be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Exhibit "A"

JACKSON COUNTY SCHOOL DISTRICT
STANDARD CONTRACT ADDENDUM

WHEREAS St. Martin Upper Elementary is a part of the Jackson County School District, a political subdivision of the State of Mississippi and as such is restricted from entering into contracts and/or agreements with terms and/or provisions contrary to or prohibited by Mississippi Law.

NOW, therefore, in consideration of the mutual benefit to both parties, the undersigned contracting party, Renaissance Learning, Inc., does hereby agree to the following standard terms, conditions and provisions of the Jackson County School District Standard Contract Addendum, and the same are hereby adopted and incorporated into, and shall apply to the Agreement between the Jackson County School District and Renaissance Learning, Inc. (Quote #Q-167423 v113); (Star Reading Subscription, subscription period 09/01/2025 – 08/31/2026) as follows:

1. Term/No Automatic Renewal: There shall be no automatic renewals. Further, terms and provisions to the contrary notwithstanding, no contract can be entered into that binds a successor board.

2. Renewal/Extension of Term: Any extension or renewal of the agreement between the parties is subject to approval by the Board of Education of the Jackson County School District and shall be subject to the terms of this addendum.

3. Governing Law: Mississippi law shall govern the interpretation of the agreement between the parties and any dispute that may arise between the parties.

4. Indemnity: The Jackson County School District shall not be subject to the terms of any provision or term in the contract requiring it to defend or indemnify any entity or party to the contract and shall not be liable under any scenario for the other party's legal fees.

5. Venue/Exclusive Jurisdiction: The Courts of the State of Mississippi shall have exclusive jurisdiction of any dispute between the parties and the venue of said disputes shall be in Jackson County, Mississippi. Further, any entity or business which contracts with the Jackson County School District submits to the personal jurisdiction of the courts of Jackson County, Mississippi.

6. No waiver of Warranties: Notwithstanding any provisions to the contrary, any contract provision seeking to limit the Jackson County School District's recovery resulting from the breach of an express warranty or any implied warranty of merchantability or fitness for a particular purpose shall be of no force or effect.

7. No Waiver of Damages: Notwithstanding any provision to the contrary that may be found in the contract, supplemental terms or terms of use that may be referenced therein, any provision seeking to limit and/or waive the recovery by the Jackson County School District of any type of damages, including but not limited to consequential, special and/or punitive damages shall be of no force and effect. Further, any provision seeking to limit damages of the contracting party to the contract price or some other amount shall be of no force and effect.

8. Arbitration: The Jackson County School District shall not be subject to the terms of any provision contained in the contract, supplemental terms or terms of use that would require the Jackson County School District to submit the resolution of a dispute to binding arbitration and that any such term or provision requiring the same shall be deemed to be of no force or effect.

9. No Waiver of the Right of Trial by Jury: Notwithstanding any provision to the contrary, any provision seeking a waiver by the Jackson County School District to its right to a jury trial as to any aspect of a dispute between the parties hereto shall be of no force or effect.

10. No Waiver or Statute of Limitations: Notwithstanding any provision to the contrary, any provision seeking to limit or modify a statute of limitation for any purpose shall be of no force and effect.

11. No Waiver of Limitation of Rights or Remedies Under the Uniform Commercial Code: Notwithstanding any provision and/or language of the contract to the contrary, any provision seeking a waiver or to limit any rights and/or remedies of the Jackson County School District under the Uniform Commercial Code shall be of no force and effect.

12. Conflict of Terms: To the extent there is a conflict between the terms of this addendum or the terms of the contract, the terms of this addendum will control. Upon expiration or termination of this contract, the terms of this addendum shall survive and will apply with respect to any dispute that may exist between the parties.

13. Amendment: Even if not specifically provided for herein, the terms, conditions and provisions of the Renaissance Learning, Inc. (Quote #Q-167423 v113) (Pgs. 1-3) (Star Reading Subscription, Subscription Period 09/01/2025 – 08/31/2026) and the Renaissance Learning, Inc. Terms of Service and License (Pgs. 1-10; Provisions 1-11 + Exhibits A-D), located at https://doc.renlearn.com/KMNet/R62416.pdf, as well as the Renaissance Learning, Inc. U.S. Privacy Notice (at https://www.renaissance.com/privacy/) and any other document and/or documents made a part of the agreement between the parties are hereby amended and modified, where necessary and applicable and to the extent necessary to comply with Mississippi

law as set forth in the Mississippi Code of 1972, as amended, and as interpreted by the Attorney General of Mississippi and the Mississippi Supreme Court.

Renaissance Learning, Inc.:	Jackson County School District:
Ted Wolf CFO	
NAME & TITLE (SIGNED)	NAME & TITLE (SIGNED)
Ted Wolf, CFO	
NAME & TITLE (PRINT)	NAME & TITLE (PRINT)
10/27/2025	
(DATE)	(DATE)

Matching Grant Application

1. Statement of Need:
   - A. Group Applying for Grant: VHS/VMS Dance boosters
   - B. School: Vancleave Middle and High School
   - C. Who Benefits: Teams and Coaches

2. Capital Project Design/Description:
   - A. Goals and Objectives: Over laying dance floor for the dance studio.
   - B. Participants: Dance coach, Alanha Johnson and Athletic Director, Dino Lepoma
   - C. Capital Project: N/A
   - D. Project Management: Coaches, Dino Lepoma, Vancleave Maintenance
   - E. Building Permit Documentation: N/A

3. Project Resources:
   - A. Completion Date: December 2025
   - B. Budget:
     - i. District: $2,046.90
     - ii. Group: $2,046.90
   - C. Matching Money Documentation: Quotes, Dance School Account

Assistant Superintendent: _____

Superintendent: _____

JCSD Board of Education President: _____

Comprehensive Unit Report

Report Date: 10/28/2025 11:25:42 AM Location: 30 - VANCLEAVE ACTIVITY FUNDS

Funds: 0000 - 9999

Range: 900-1920-000-610-20-0111 to 900-1920-000-610-20-0111

Dates: 10/01/2025 - 10/31/2025

Fund-Glc-Func-Pgm-Obj-Ut-Mod		Budget	MTD	YTD		Encum	Open Req	Budget Balance	
PO #	Req #	PO Date	Status		Amount	PO Desc	Vendor	Ck Date	Ck Num
Fund: 1154-VANCLEAVE ACTIVITY									
Function: 1920-STUDENT ACTIVITIES									
1154-900-1920-000-610-20-0111									
GENERAL SUPPLIES		$10,000.44	$0.00	$0.00		$0.00	$0.00	$10,000.44	
Total for Fund: 1154:		$10,000.44	$0.00	$0.00		$0.00	$0.00	$10,000.44	
Grand Total:		$10,000.44	$0.00	$0.00		$0.00	$0.00	$10,000.44	

875

American Harlequin
1531 Glen Avenue
Moorestown, NJ 08057

Tel. (856) 234-5505
Toll Free (800) 642-6440
Fax (856) 231-4403

www.harlequinfloors.com
contact@harlequinfloors.com

QUOTE No. *00044333*

Vancleave High School - Vancleave High School 8/28/24
HQN2408232677

Sold to:

Dean Lepoma
Vancleave High School
12424 MS 57
Vancleave, Mississippi
39565
United States

Phone: (228) 283-3720
Email: dlj211@jcsd.ms

Ship to:

Dean Lepoma
Vancleave High School
12424 MS 57
Vancleave, Mississippi 39565
United States

Phone: 228-297-2540

ACCOUNT EXECUTIVE	SHIP VIA	PO#	DATE
Jennifer Provins	Fedex Freight		October 28, 2025

QTY	UNIT	CODE	DESCRIPTION	COLOR	UNIT PRICE	TOTAL
6	2" x 165'	BGC001T	Gaffer's Tape Black	Black	$26.50	$159.00
2	18m	RVP003-N	Reversible Pro	Black/Grey	$1,721.20	$3,442.40
1	Gallon	AH Daily Cleaner	Daily Cleaner		$40.00	$40.00

Notes: Customer Dimensions: 23 x 27
Reversible Pro coverage: 26'2" x 59'
You will need (2) 18m rolls for this space. Cut each roll in half to make 4 strips of 29'5"
All cutting is done by the customer.

Total weight: 376 lbs and 1 Pallet.

Lead time: 2-3 days after payment is received. Full payment is required prior to shipping. For Orders placed after 12:00 pm ET add an extra day. Payment accepted by check or Credit Card (Mastercard, Visa, American Express)

Harlequin makes every effort to have your order of flooring delivered in a safe manner and in the best of condition. As a result, your order will only be delivered by a Harlequin approved company. On the day of delivery, please make sure that someone is present to accept the delivery. Delivery of heavy palletized products, such as flooring is to the nearest curbside. Our flooring products are generally large and heavy, so please ensure that necessary arrangements are in place on the day of delivery. Experience suggests that 2 people will be required to handle the delivery.

Note the vinyl needs to acclimate at least 48 hours at room temperature prior to installation

SUBTOTAL	$3,641.40
SALES TAX	
SHIPPING	$452.39
TOTAL	$4,093.79

Estimated delivery is 2 business days. Freight charges provide delivery to front curb or loading dock only and include a lift gate and delivery appointment.

If you have any questions, please contact:
Jennifer Provins
800-642-6440
jprovins@harlequinfloors.com

The price quote is guaranteed for a period of 14 days. Quote is based upon room or stage dimensions provided by the client. American Harlequin is

Vancleave Matching Grant Projects	PO Number	District Portion	Booster Portion	Total Project Amount	Balances
For 2025-2026					$35,000
Wrestling Mats for VHS & VMS		5,561.00	$5,561.00	$11,949.00	$29,439.00
Softball Infield Turf		$17,490.00	$17,490.00	$34,980.00	$11,949.00
Cheerleading mats		$4,459.08	$4,459.08	$8,918.15	$7,489.92
Baseball (padding for walls and dugout)		$5,136.39	$5,136.39	$10,272.77	$2,353.53
Dance(overlaying floor for dance studio)		2,046.90	2,046.90	4,093.79	306.63

Descriptor Term: **DR**

ATHLETIC FACILITY MATCHING GRANTS ISSUE DATE: 11/12/09

The Jackson County School Board supports the efforts of booster organizations to enhance athletic facilities in the Jackson County School District. In doing so, the school board may choose to provide matching grants to these organizations for capital improvement projects.

When made available, grants must be applied for through the attendance area assistant superintendent and approved by the Superintendent of Education and the school board. Available funding for matching grants will be limited to the approved budget of the Jackson County School District.

1. All capital improvement projects being proposed under this policy must be permanent structures, fixtures or facilities on the school campus. Athletic equipment, movable, short-term or non-durable items will not be considered.
2. All buildings and structures must have prior approval of the school board.
3. Booster groups must provide detail plans for a proposed capital improvement project and follow state purchasing guidelines.
4. Booster groups must provide documentation that their portion of the project cost is current and available. Partially funded projects based on future fundraising goals will not be considered.
5. All capital improvement projects will be procured through the Jackson County School District. Booster organizations will be required to donate their portion of the cost to the school district and the project will be bid and completed under the oversight of the district.
6. Partial or incomplete projects will not be considered.
7. A copy of all blueprints that are to be submitted for bidding by private contractors or by the organization shall be provided for each Board member and the Superintendent before board approval can take place.
8. All requests must be in accordance with JCSD Policy EB.
9. All grants awarded will be given a deadline for completion.
10. Grant revenue will be only available for a specified time period as determined by the Jackson County School Board.

Booster groups should recognize that long range planning, including the location of buildings and structures is the responsibility of the Jackson County School Board and as such, the board may determine that proposals are not in the best long term interest of the district.

JACKSON COUNTY SCHOOL DISTRICT
APPLICATION FOR PERMIT TO USE SCHOOL FACILITIES

1. Date of Application: 28OCT2025
2. Date Usage Requested: Weekdays 17NOV2025- 09MAR2026 Saturdays 10JAN2026- 09MAR2026
3. Name of Applicant: Richie Gehrke
4. Address of Applicant: 13216 Jackson Lee Dr W, Ocean Springs MS 39564
5. Facility Requested (School, Bldg.): SMUE Gym, SMMS Gym, and SMHS Gym
6. Time Building to be opened: Weekdays 5:30PM - 8pm, Weekends 7:30AM - 4PM
7. Give Purpose and Details of Activity: Enrich the community through the sport of basketball
8. Person in charge at program: Richie Gehrke
9. Will security be provided? Yes
10. Facility Usage Fee is $150.00/day, (money/check paid with application). Facility cleaning and repair fee is $100.00/day, (money/check paid with application). Total$250.00 per day.
11. Person responsible for cleaning/repair charges when applicable.
    Name: Richie Gehrke Phone: 228-365-8302
    Address: 13216 Jackson Lee Dr W, Ocean Springs MS 39564
12. Applicant agrees to pick up keys from:
    On: 17NOV25 by: 8AM (AM) (PM) and return keys to
    On: 09MAR25 by: 8AM (AM) (PM)

The undersigned applicant hereby certifies that he/she, acting for and on behalf of himself/herself (or the organization), has read and understands the rules and regulations pertaining to the use of the school facilities and agrees to conform to the same.

Descriptor Term: **EBH**

USE OF SCHOOL FACILITIES

ISSUE DATE: **5-22-00**
REVISED: **3-14-11**

St. Martin Youth Athletics	Richie Gehrke
Organization	Signature
28OCT2025	Director
Date	Title

*See below.

Application Approved ( ) Fees: $ ~~/~~ Application Approved ~~( )~~
Application Denied ( ) Bond: $ ~~/~~ Application Denied ~~( )~~

Principal — Date: 10/30/2025

Assistant Superintendent, Attendance Center — Date: 10/30/25

Superintendent, Jackson County School District — Date

_____ APPROVED (Jackson County School Board of Education)

* Mr. Lebeter & Mr. Baggett,

I recommend we waive all fees. This is beneficial to our community, and our basketball programs. I will ask for reimbursment of all custodial supplies following the conclusion of their season.

JACKSON COUNTY SCHOOL DISTRICT

APPLICATION FOR PERMIT TO USE SCHOOL FACILITIES

Date of application: 9/25/2025		Date Usage Requested: 10/2025-3/2026	
Name of Applicant: Vancleave Youth Basketball League			
Address of Applicant: 10645 Hunt Road, Vancleave, MS 39565			
FACILITY REQUESTED		School:	Building: VMS+VHS Gyms
Time building to be opened: 5:30pm M-F/ NA Sat		Estimated time to be closed: 8:00pm M-F/ 6:00pm Sat	
GIVE PURPOSE AND DETAILS OF ACTIVITY: Youth basketball league			
Person in charge at program: Lauren Hitt		Will security be provided? YES	
PERSON RESPONSIBLE FOR CLEANING/REPAIR CHARGES WHEN APPLICABLE			
Name:		Phone:	
Address:			

APPLICANT AGREES TO:	Pick up keys from:	On:	By:	(am/pm)
	Return keys to:	On:	By:	(am/pm)

881

The undersigned applicant hereby certifies that he/she, acting for and on behalf of himself/herself (or the organization), has read and understands the rules and regulations pertaining to the use of the school facilities and agrees to conform to the same.

ORGANIZATION: VYBL			
SIGNATURE: Lauren Hitt	DATE: 9/25/25	TITLE: President	

FACILITY USUAGE FEE $ 150.00 per day (money/check paid with application) N/A	FACILITY CLEANING AND REPAIR FEE $ 100.00 per day (money/check paid with application) TOTAL FEE $ 250.00 per day ( ) Fees $_____ ( ) Bond $_____

APPLICATION APPROVED DATE:	PRINCIPAL:
APPLICATION DENIED DATE:	

APPLICATION APPROVED DATE:	ASSISTANT SUPERINTENDENT:
APPLICATION DENIED DATE:	

APPLICATION APPROVED DATE:	SUPERINTENDENT:
APPLICATION DENIED DATE:	

APPROVED (Jackson County School Board of Education)

Signature: aa
Ashley Allred (Oct 22, 2025 15:08:41 CDT)
Email: aaj2027@jcsd.ms

Signature: for Rhj
Raina Holmes (Oct 22, 2025 15:22:38 CDT)
Email: rhj1911@jcsd.ms

Signature: CL
Christopher Lebatard (Oct 22, 2025 15:24:07 CDT)
Email: clj3941@jcsd.ms

Facilities Use 10-22-2025 VHS - VMS

Final Audit Report 2025-10-22

Created:	2025-10-22
By:	Michelle Magee (mmj3091@jcsd.ms)
Status:	Signed
Transaction ID:	CBJCHBCAABAAoq3fk-w468YjMDz-tCSkvwBtdn5XOIVp

"Facilities Use 10-22-2025 VHS - VMS" History

Document created by Michelle Magee (mmj3091@jcsd.ms)
2025-10-22 - 7:55:30 PM GMT

Document emailed to Ashley Allred (aaj2027@jcsd.ms) for signature
2025-10-22 - 7:57:20 PM GMT

Email sent to mmj@jcsd.ms.us bounced and could not be delivered
2025-10-22 - 7:57:22 PM GMT

Email viewed by Ashley Allred (aaj2027@jcsd.ms)
2025-10-22 - 8:08:29 PM GMT

Document e-signed by Ashley Allred (aaj2027@jcsd.ms)
Signature Date: 2025-10-22 - 8:08:41 PM GMT - Time Source: server

Document emailed to Raina Holmes (rhj1911@jcsd.ms) for signature
2025-10-22 - 8:08:43 PM GMT

Email viewed by Raina Holmes (rhj1911@jcsd.ms)
2025-10-22 - 8:22:19 PM GMT

Document e-signed by Raina Holmes (rhj1911@jcsd.ms)
Signature Date: 2025-10-22 - 8:22:38 PM GMT - Time Source: server

Document emailed to Christopher Lebatard (clj3941@jcsd.ms) for signature
2025-10-22 - 8:22:39 PM GMT

Email viewed by Christopher Lebatard (clj3941@jcsd.ms)
2025-10-22 - 8:23:12 PM GMT

Document e-signed by Christopher Lebatard (clj3941@jcsd.ms)
Signature Date: 2025-10-22 - 8:24:07 PM GMT - Time Source: server

Adobe Acrobat Sign

Agreement completed.

2025-10-22 - 8:24:07 PM GMT

Adobe Acrobat Sign

JACKSON COUNTY SCHOOL DISTRICT

RESOLUTION

WHEREAS, Amy Smith, Teacher at St. Martin East Elementary School, is retiring following twenty-five years of exemplary service to the education of children, and;

WHEREAS, she has used her knowledge and skills to challenge students to reach their highest levels of abilities when she was a Health and American History High School teacher, and;

WHEREAS, she has encouraged students to excel when she was a Math and Science teacher in third, fourth, fifth, and sixth grades, and:

WHEREAS, she has fostered in her students not only academic knowledge, but also curiosity, respect, and a lifelong love of learning, and;

WHEREAS, her classroom has been a place where students were encouraged to think critically, explore new ideas, and understand the world around them, and;

WHEREAS, she has performed her responsibilities with the utmost professionalism, dedication, and compassion, and;

WHEREAS, her dignity, integrity, sincerity, warmth, and spirit of cooperation will be sorely missed.

NOW, THEREFORE, BE IT RESOLVED, that the Jackson County Board of Education joins with the District Administration, School Administration, the staff, and students in offering our sincere appreciation and commendation for these years of dedicated service, and;

BE IT FURTHER RESOLVED, that we join her family and many friends in wishing her a most happy and productive time of retirement from her chosen profession in Education.

DONE BY ORDER OF THE JACKSON COUNTY BOARD OF EDUCATION, this the seventeenth day of November, in the year two thousand and twenty-five, A.D.

JACKSON COUNTY BOARD OF EDUCATION

Keith J. Lee, Chairman	Jory Howell, Vice Chairman
Lea Bailey, Board Member	Amy A. Peterson, Secretary
Deanna Smith, Board Member	David Baggett, Superintendent

Jackson County School District

East Central Attendance Center

MATCHING GRANT APPLICATION

1. Statement of Need:	
A. Group Applying for Grant:	East Central High School Band
B. School:	East Central High School
C. Who Benefits:	Band Students & Band Directors

2. Capital Project Design/Description:	
A. Goals and Objectives:	We would like to purchase a golf cart to facilitate transportation of equipment to & from the stadium during practices & game days. Given that we access the field multiple times each day, the golf cart would significantly enhance and maximize the time for rehearsals.
B. Participants:	Band Students
C. Capital Project:	Purchase a golf cart for band
D. Project Management:	Tim McMillen
E. Building Permit Documentation:	N/A

3. Project Resources:	
A. Timeline:	November 2025
B. Budget:	$4500.00
i. District:	$2250
ii. Group:	**$2250**
Addt'l District:	0
Addt'l Boosters	**0**
C. Matching Money Documentation:	$2250.00 Band Booster Club Sherri Smith

Athletic Director Donald K. Wallace

Assistant Superintendent: _____

Superintendent: _____

JCSD Board of Education President: _____

Date: 10/22/2025

Ben Nelson Golf & Outdoor
9231 West Oaklawn Road
Biloxi, MS 39532
228-396-3905

QUOTE SHEET

Name and Address
East Central High School Band
Attn: Patrick Peek
5500 Hurley Wade Road
Moss Point, MS 39562

Delivery location
East Central High School Band
Attn: Patrick Peek
5500 Hurley Wade Road
Moss Point, MS 39562

Salesperson	**Brad White**
Email	bwhite@bennelson.com
PO #	
Req Del Date	

Quote Date	**15-Sep-25**
Terms	

Type (Sale/Lease):	**Sale**

Unit	Price	Quantity	Total
2019 EZGO RXV (used) 2-Passenger Cart **48 Volt Batteries (NEW Batteries 2025)** Battery Charger Premium Seats Fold Down Windshield Black Color Free Delivery	$4,500	1	$4,500

	Price	Quantity	Total
Selling Price			$4,500
Freight - Based on delivery location	$0	1	$0
Sub-Total			$4,500
Sales Tax			$0.00
TOTAL			**$4,500.00**

Special Considerations

3% Fee on all credit card transactions over $2,500

All Orders Are Subject to Acceptance and Credit Approval

Accepted By: _____

The Cart Shop
3652 14th Street
Pascagoula, MS 39567
228-762-0120

INVOICE

Draft - Sale Not Posted

Invoice #: 9449

Entered: 10/14/2025 1:20:18 PM

Finalized: / /

Customer: EAST CENTRAL BAND BOOSTERS

Bill To
EAST CENTRAL BAND BOOSTERS

Ship To
EAST CENTRAL BAND BOOSTERS

Sales Rep: Parts Counter **Terms:** COD **Ship Via:** Customer Pickup

SO # **F&I #** **Fax #** **PO #**

Product ID	Description	Loc/Bin	Retail	Qty	Delivered	Price	Ext Price
MISC	2020 EZGO RXV 48V LITHIUM			1.00	1.00	4,995.00	4,995.00
MISC	MIRROR/SEATBELT PACKAGE			1.00	1.00	250.00	250.00
MISC	DELIVERY TO EAST CENTRAL H.S.			1.00	1.00	50.00	50.00

Sub-Total	5,295.00
Sales Tax	0.00
Total	**$5,295.00**

Parts	Labor	Freight	Other Items	Outside Srvc	Total Tax
5,295.00	0.00	0.00	0.00	0.00	0.00

Cash	Check	Credit Card(s)	Other	Amt Financed	Trade Equity	Deposit Applied	Tendered
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Signature _____ Date _____ **Balance Due:** $5,295.00

*** Amounts Past Due by 30 Days are subject to Finance Charges of 1.5% Per Month ***

NO refunds on SPECIAL orders. Receipts are required for any refund.

12:26 LTE 65

FDIC *FDIC-Insured - Backed by the full faith and credit of the U.S. Government*

← Back

Venture Checking [redacted]1476

Last Updated: October 21, 2025 12:24 PM

$18,949.74	$10,949.74
Current Balance	Available Balance

Transactions | Details & Settings

DETAILS

Available Balance

$10,949.74

Current Balance

$18,949.74

$10,949.74

Last Statement Balance

$10,457.79

Last Statement Date

Sep 30, 2025

Last Deposit Date

ECAC 2025-2026 Matching Grant

Starting Balance $35,000

July 2025- $10,104.99 Football Multi Position/Innovative Training Aid

District Amount $5052.50

Booster Amount $5052.50

Balance $24,895.01

July 2025- $7500.00 Archway with double swing gate

District Amount $3750.00

Booster Amount $3750.00

Balance $17,395.01

November 2025- $4500.00 Golf Cart for Band

District Amount $2250.00

Booster Amount $2250.00

Balance $12,895.01

Jackson County School District

East Central Attendance Center

MATCHING GRANT APPLICATION

1. Statement of Need:	
A. Group Applying for Grant:	East Central Athletics
B. School:	East Central High School
C. Who Benefits:	Softball players, coaches & community

2. Capital Project Design/Description:	
A. Goals and Objectives:	Upgrade the chain link fence to a new black fence to match the existing baseball fence that is black.
B. Participants:	SRFCU & Softball Booster
C. Capital Project:	Replace old softball fence with new black fence
D. Project Management:	Donnie Wallace
E. Building Permit Documentation:	N/A

3. Project Resources:	
A. Timeline:	January 2026
B. Budget:	$6198.38
i. District:	$3099.19
ii. Group:	**$3099.19**
Addt'l District:	0
Addt'l Boosters	**0**
C. Matching Money Documentation:	$2500.00 SRFCU $599.19 Softball Boosters

Athletic Director _____

Assistant Superintendent: _____

Superintendent: _____

JCSD Board of Education President: _____

Date: 11/04/2025

PREMIUM
FENCE COMPANY

MR. FENCE ACADEMY PRO NO-DIG

ASTM INTERNATIONAL
Standards Worldwide

AFA American Fence Association

CHAINLINK FENCE PROPOSAL

OCT 14, 2025

EAST CENTRAL ATTENDANCE CENTER

5500 Hurley Wade Rd
Moss Point, MS
39562
dwj132@jcsd.ms
2282183438

sales@premiumfencecompany.com
2512133413

BLACK CHAINLINK FENCE INSTALLATION

Description
Fence Materials & Installation
Furnish & Install 287 ft. of 6' black residential chainlink fence, with 11 ga core / 9 ga finish wire, 1-5/8" O.D. -.065 tubular line posts, 2-3/8" O.D. -.065 tubular termination posts, 1-3/8" O.D.-.065 toprail and tension wire.

Section Total	**$6,198.38**

Description
Gate(s) Material & Installation
(2) 12 ft. wide black double drive gate(s)

Estimate subtotal	$6,198.38
Total	$6,198.38

Can't Be Beat Fence

Since 1982

Mississippi Gulf Coast

Estimate

DATE	ESTIMATE #
11/4/2025	20543

2204 Hwy 53
Perkinston MS 39573

228.255.9040 (phone)
228.255.5828 (fax)

www.cantbebeatfence.com

Estimate For:

Jackson County School
East Central High School
5500 Hurley Wade Road
Moss Point, Ms.
Site: Softball field

PROJECT

Jackson Cty East Central Hs

ITEM	DESCRIPTION	QTY	COST	TOTAL
101	Furnish and install 287 lf of black residential chain link fence, with 11 ga core/ 9ga finish wire, 1-5/8" OD .065 tube post, 1-3/8" OD .065 toprail and bottom tension wire.	287	22.50	6,457.50T
101	Furnish and install (8) 2-1/2" OD .065 black tube terminal post(end,corner or gate post).	8	105.00	840.00T
101	Furnish and install (2) 12' wide x 6' black double drive gate.	1	685.00	685.00T
101	Remove and replace 5 lf of 4' 6" fabric.	5	9.80	49.00T
	MPC that CBBFC applied for		0.00%	0.00

Estimate subject to Terms and Conditions.
Go to cantbebeatfence.com/terms-of-service/ for details.

TOTAL $8,031.50

Anita Havens <ahj910@jcsd.ms>

Matching Grant

1 message

Donald Wallace <dwj132@jcsd.ms>
To: Anita Havens <ahj910@jcsd.ms>

Tue, Nov 4, 2025 at 3:42 PM

Here's their bank information.

•VENTURE CHECKING [redacted]

MERCHANTS & MARINE BANK

11/4/2025 4:08:38 PM
Reporting Institution: 1

Demand Deposit 141003615 - EAST CENTRAL GIRLS FAST PITCH

	Relationship	Date of Birth	Phone Number	Tax Identification
EAST CENTRAL GIRLS FAST PITCH	Owner		**********	EIN **-*******

PO BOX 862
HURLEY MS 39555-0862

Additional Relationships
Tax Name: EAST CENTRAL GIRLS FAST PITCH

Summary

Memo Ledger Balance:	$33,670.40	Last Deposit Oct 22, 2025:	$3,000.00
Memo Available Balance:	$33,670.40	Last Check Nov 03, 2025:	$320.95
Current Ledger Balance:	$33,670.40	Date Opened:	Dec 09, 2011
Current Available Balance:	$33,670.40		

895

ECAC 2025-2026 Matching Grant

Starting Balance $35,000

July 2025- $10,104.99 Football Multi Position/Innovative Training Aid

District Amount $5052.50

Booster Amount $5052.50

Balance $24,895.01

July 2025- $7500.00 Archway with double swing gate

District Amount $3750.00

Booster Amount $3750.00

Balance $17,395.01

November 2025- $4500.00 Golf Cart for Band

District Amount $2250.00

Booster Amount $2250.00

Balance $12,895.01

November 2025- $6198.38 Golf Cart for Band

District Amount $3099.19

Booster Amount $3099.19

Balance $6696.63

Matching Grant Application

1. Statement of Need:
   A. Group Applying for Grant: St. Martin Softball
   B. School: St. Martin High School
   C. Who Benefits: St. Martin High School Softball Program

2. Capital Project Design/Description:
   A. Goals and Objectives: Completely re construct the infield dirt area to improve drainage and ensure a safe playing surface.
   B. Participants: Softball Boosters, and SM Athletic Foundation
   C. Capital Project: Reconstruct skinned infield including 110 tons of new red clay
   D. Project Management: Bre Desporte, Jesse Kanode
   E. Building Permit Documentation: N/A

3. Project Resources:
   A. Completion Date: 12/15/2025
   B. Budget:
      i. District: $7,035
      ii. Group: $3,517.50 (Fast Pitch Boosters) $3,517.50 (SM Foundation)
   C. Matching Money Documentation: Attached

Assistant Superintendent: _____

Superintendent: _____

JCSD Board of Education President: _____

St. Martin Athletics
Matching Grant Running Total

FY 2025-2026	Beginning Balance	$35,000.00
6/9/2025	New Turf Sweeper	$6,375.00
9/8/2025	Top dress baseball field	$4,104.00
9/8/2025	New Floor Soccer Boys Locker Room	$1,987.50
9/9/2025	New Wrestling Mat	$1,132.20
11/10/2025	Softball Infield Dirt Project	$7,035.00
	Remaining Balance:	**$14,366.30**

FY 2025-2026

THE REVERSE SIDE OF THIS DOCUMENT INCLUDES MICROPRINTED ENDORSEMENT LINES AND ARTIFICIAL WATERMARK - HOLD AT AN ANGLE TO VIEW

OFFICIAL CHECK

220757

148887 / M 9980276

Merchants & Marine Bank

49-55
1031

11/10/2025

REMITTER ST. MARTIN FAST PITCH BOOSTERS

PAY TO THE ORDER OF JACKSON COUNTY SCHOOL DISTRICT $ 3,517.50

**** Three Thousand Five Hundred Seventeen and 50/100****

Security Features Details on Back.

FIELD
IMPROVEMENT

DRAWER: MERCHANTS & MARINE BANK

AUTHORIZED SIGNATURE

HEAT SENSITIVE COLOR FADES WITH

ISSUED BY: MONEYGRAM PAYMENT SYSTEMS, INC., P.O. BOX 9476, MINNEAPOLIS, MN 55480
DRAWEE: BOKF, NA, EUFAULA, OK

⑈220757⑈ ⑆103100551⑆0160012178991⑈

220757

OFFICIAL CHECK

Merchants & Marine Bank

49-55
1031

11/10/2025

REMITTER ST. MARTIN FAST PITCH BOOSTERS

PAY TO THE ORDER OF JACKSON COUNTY SCHOOL DISTRICT $ 3,517.50

**** Three Thousand Five Hundred Seventeen and 50/100****

Security Features Details on Back.

FIELD
IMPROVEMENT

DRAWER: MERCHANTS & MARINE BANK

NON NEGOTIABLE

CUSTOMER COPY

AUTHORIZED SIGNATURE

ISSUED BY: MONEYGRAM PAYMENT SYSTEMS, INC., P.O. BOX 9476, MINNEAPOLIS, MN 55480
DRAWEE: BOKF, NA, EUFAULA, OK

The Citizens Bank℠

P.O. Box 209 • Philadelphia, MS 39350
601.656.4692

Account Number	[redacted]
Statement Date	10/31/2025
Statement Thru Date	11/02/2025
Check/Items Enclosed	1
Page	1

00007973 T2442DDA103125223824 01 000000000 0000000 004

ST. MARTIN YELLOW JACKETS
FOUNDATION
UNDELIVERABLE MAIL

Customer Service Information

Visit Us Online: https://www.thecitizensbankphila.com

Find Us On:

00007973 0041926 0001-0003

Relationship Summary

Account Type	Balance
CHECKING	$10,609.85

NON-PROFIT ORG CHECKING

Account Number: [redacted]

Account Owner(s): ST. MARTIN YELLOW JACKETS FOUNDATION

Balance Summary

Beginning Balance as of 10/01/2025	**$11,195.60**
+ Deposits and Credits (1)	$408.00
- Withdrawals and Debits (1)	$993.75
Ending Balance as of 10/31/2025	**$10,609.85**
Service Charges for Period	$0.00
Average Balance for Period	$10,696.00
Average Collected for Period	$10,696.00
Minimum Balance for Period	$10,201.00

Deposits and Other Credits

Date	Description	Deposits
Oct 09	STATEOFMS PMD/PAYMENT	408.00

Checks

* Indicates a Skip in Check Number(s)

Date	Check No.	Amount
Oct 07	1097	993.75

FDIC

The Citizens Bank℠

Philadelphia Main Office
521 Main Street
Philadelphia, MS 39350
(601) 656-4692

PHONE TELLER
1-800-397-0344

BANK WITH US ON THE INTERNET www.thecitizensbankphila.com

STATEMENT RECONCILIATION

BALANCE THIS STATEMENT	$	_____
ADD DEPOSITS MADE SINCE STATEMENT DATE		_____
TOTAL	$	_____
SUBTRACT CHECKS ISSUED BY YOU WHICH HAVE NOT BEEN CHARGED TO YOUR ACCOUNT		_____
BALANCE	$	_____

CHECKS OUTSTANDING	
NO.	AMOUNT
TOTAL	

THIS BALANCE SHOULD AGREE WITH YOUR CHECK BOOK BALANCE AFTER SUBTRACTING ANY ACTIVITY OR SERVICE CHARGE.

IMPORTANT INFORMATION

Some transactions to your account may be accomplished electronically. In the event an error occurs or you have a question about this type of transaction, you should be aware of the following:

In Case of Errors or Questions About Your Electronic Transfers telephone us at the phone numbers above

or write us at the address above as soon as you can, if you think your statement or receipt is wrong or if you need more information about a transfer listed on the statement or receipt. We must hear from you no later than 60 days after we sent the FIRST statement on which the problem appeared.

(1) Tell us your name and account number (if any).
(2) Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe it is an error or why you need more information.
(3) Tell us the dollar amount of the suspected error.

If you tell us orally, we may require that you send us your complaint or question in writing within 10 business days.

We will tell you the results of our investigation within 10 business days (20 business days if the transfer involved a point of sale transaction or a foreign-initiated transfer) after we hear from you and will correct any error promptly. If we need more time, however, we may take up to 45 days (90 days if the transfer involved a point of sale transaction or a foreign-initiated transfer to investigate your complaint or question. If we decide to do this we will recredit your account within 10 business days (20 business days if the transfer involved a point of sale transaction or a foreign-initiated transfer) for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation. If we ask you to put your complaint or question in writing and we do not receive it within 10 business days, we may not recredit your account.

If we decide that there was no error, we will send you a written explanation within 3 business days after we finish our investigation. You may ask for copies of the documents that we used in our investigation.

THE CITIZENS BANK OF PHILADELPHIA
PHILADELPHIA, MISSISSIPPI 39350

00007973 0041927 0000-0003 T2442DDA103125223824 01 L 00000000

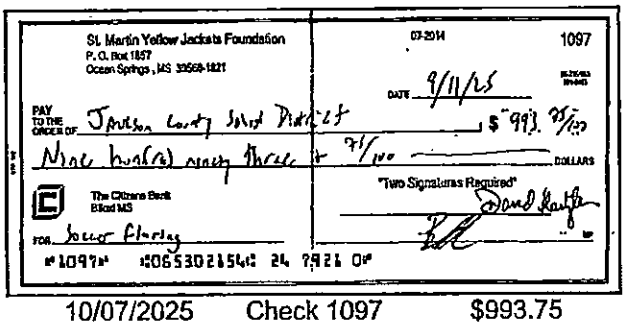
Daily Balance Summary

Date	Balance	Date	Balance
Oct 07	10,201.85	Oct 09	10,609.85

00007973 0041928 0002-0003

00007973 0041928 0002-0003 T2442DDA103125223824 01 L 00000000

CHECK IMAGES


St. Martin Yellow Jackets Foundation
P. O. Box 1857
Ocean Springs, MS 39566-1821

07-2014 1097

DATE 9/11/25

PAY TO THE ORDER OF Jackson County School District $ 993.75

Nine hundred ninety three and 75/100 DOLLARS

The Citizens Bank
Biloxi MS

"Two Signatures Required"

FOR Junior Florley

⑈1097⑈ ⑆065302154⑆ 24 7921 0⑈

10/07/2025 Check 1097 $993.75

00007973 0041929 0003-0003

00007973 0041929 0003-0003 T2442DDA103125223824 01 L 00000000

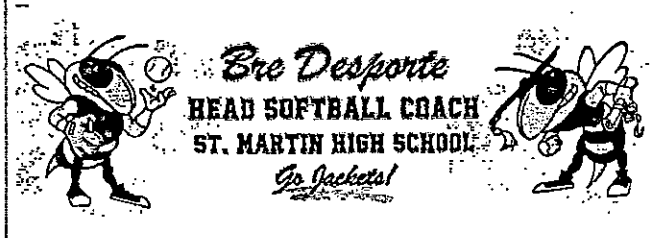
Jesse Kanode <jkj997@jcsd.ms>

Re: Softball

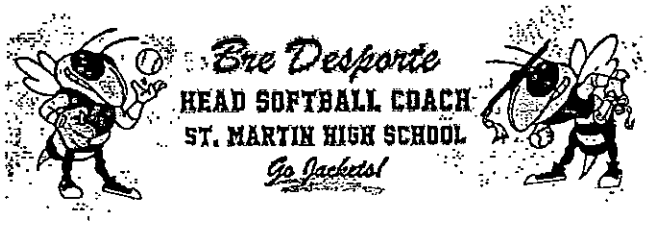
1 message

Breanna Desporte <bdj2001@jcsd.ms> Thu, Oct 30, 2025 at 10:20 AM
To: Jesse Kanode <jesse.kanode@jcsd.ms>

On Thu, Oct 30, 2025 at 9:51 AM Jesse Kanode <jesse.kanode@jcsd.ms> wrote:

> Waiting on numbers. I told him what we could do with matching grant and foundation.
>
> Jesse Kanode
> Athletic Director
> St. Martin Attendance Center
> (228) 283-3415 Office
> (228) 547-2739 Cell
>
> On Thu, Oct 30, 2025 at 9:48 AM Breanna Desporte <bdj2001@jcsd.ms> wrote:
>
> > Good Morning Coach,
> >
> > Firstly - bleachers look great! Thank you!
> >
> > Secondly - I met with Brandon Hardin on Monday. He came to look at the field and said he was going to touch base with you.
> >
> > Thank you!
> >
> > –
> >
> > 
> >

–



Estimate_1258_from_H__H_Turf_Solutions.pdf
67K

H & H Turf Solutions
2563 Hwy 389
Woodland, MS 39776
+16628364189
hardinturfsolutions@gmail.com

Estimate

ADDRESS
11300 Yellow Jacket Rd
Ocean Springs
Ms
39564
USA

SHIP TO
11300 Yellow Jacket Rd
Ocean Springs
Ms
39564
USA

ESTIMATE # 1258
DATE 10/30/2025

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	Field Layout	Custom field layout to current-Softball Paint off existing edges around the infield skin. Sod cut and remove all grass inside the edges. Re-establish the 60 foot back arc and remove all grass inside the dirt to establish a clean crisp edge. Irrigation heads need to be flagged prior to our arrival. All spoils removed from the field will be dumped on site and hauled off by others.		0.00	0.00
	Infield Construction	Softball infield Add 5 loads 110 tons of local red clay Rototill to blend new clay with existing clay. Laser grade skin area to promote positive surface drainage away from the playing surface. Add one load of SAF coat infield topping, float out smooth. Drag infield to a game ready finish product. Install new pitching rubber and home plate-supplied by St. Martin.	1	11,870.00	11,870.00

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
		Check base anchors for correct placement.			
	Mobilization Fee-Truck and Trailer	Mobilization Fee- trucks, fuel, Mobil costs 548 miles round trip per truck and trailer.	2	1,100.00	2,200.00

Please remit payment to:
H&H Turf Solutions LLC
2563 Hwy 389
Woodland, Ms 39776

SUBTOTAL	14,070.00
TAX	0.00
TOTAL	**$14,070.00**

Accepted By

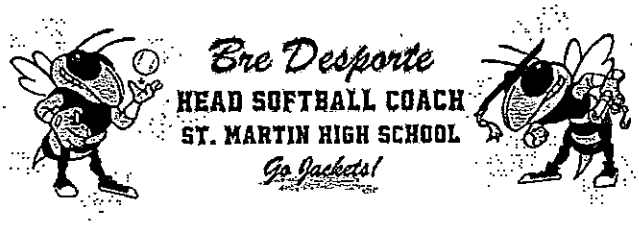
Accepted Date

Jesse Kanode <jkj997@jcsd.ms>

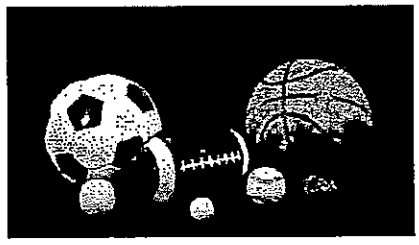
Fwd: Estimate 1225 from Turf Resources,LLC

1 message

Breanna Desporte <bdj2001@jcsd.ms> Sat, Nov 1, 2025 at 8:45 AM
To: Jesse Kanode <jkj997@jcsd.ms>



---------- Forwarded message ---------
From: **Turf Resources,LLC** <quickbooks@notification.intuit.com>
Date: Fri, Oct 31, 2025 at 9:36 PM
Subject: Estimate 1225 from Turf Resources,LLC
To: <bdj2001@jcsd.ms>



Your estimate is ready!

Total $16,000.00

Dear St. Martin High School,

Please review the estimate below. Feel free to contact us if you have any questions.
We look forward to working with you.

Thanks for your business!
Turf Resources,LLC

Review and approve

Turf Resources,LLC

208 Devereaux Ct.
Madison, MS 39110

jbsturf@gmail.com
+1 (601) 919-5465

If you receive an email that seems fraudulent, please check with the business owner before paying, or you can forward the email to security@intuit.com so we can look into it. Read more at security.intuit.com.

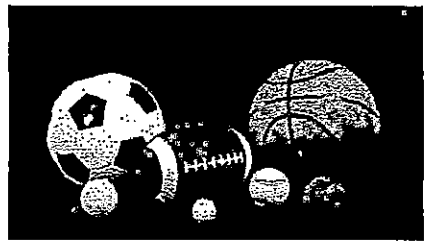
Powered by QuickBooks
© 2025 Intuit, Inc. All rights reserved.
Privacy | Security | Terms of Service

Estimate_1225_from_Turf_ResourcesLLC.pdf
36K

ESTIMATE

Turf Resources,LLC
208 Devereaux Ct.
Madison, MS 39110

jbsturf@gmail.com
+1 (601) 919-5465



Bill to
St. Martin High School
11300 Yellow Jacket Rd
Ocean Springs, MS 39564

Ship to
St. Martin High School
11300 Yellow Jacket Rd
Ocean Springs, MS 39564

Estimate details
Estimate no.: 1225
Estimate date: 10/31/2025

#	Date	Product or service	Description	Qty	Rate	Amount
1.		**Service**	Field Layout: Custom the field layout for Softball/ Paint existing edges around the infield/ Sod Cut and remove the grass inside the edges/ Re-establish the 60' back arc and remove the grass inside the dirt. Irrigation will be flagged by customer. All the spoils will be dumped on site and removed by customer Infield Construction: Add 5 loads(approximately 110 tons) of of red clay to the softball infield/ Rototill to blend new clay into existing clay/ Laser Grade the infield for proper playability and drainage/. Add SAF to coat infield then float smooth and drag for finish/ Install new pitching rubber and home plate.	1	$13,000.00	$13,000.00
2.		**Service**	Mobilization Fee - Trucks/Fuel/Equipment	2	$1,500.00	$3,000.00

Total **$16,000.00**

Accepted date **Accepted by**

Jackson County School District Board Resolution
In recognition of Profound Appreciation of Distinguished Service of

Mr. J. Keith Lee

WHEREAS, Mr. J. Keith Lee, District 4 Representative, has dedicated twelve years of stellar service as a zealously devoted public servant to the Jackson County School District, being chosen and supported by election by his peers, and;

WHEREAS, throughout the course of his term on the board of education in serving as a member, vice-chairman, secretary, and chairman, he has substantially contributed to the development and administration of the Jackson County Schools;

WHEREAS, he has demonstrated the ability to work with the administration, staff, and community in any unrelenting effort to promote the operation, programs, policies and procedures of the Jackson County School District, thereby establishing a benchmark for excellence;

WHEREAS, during his term he has compiled an extensive knowledge base, and presented a public image of Jackson County School District as one of the best school districts in Mississippi, effectively voicing this message on the Mississippi Gulf Coast and beyond;

WHEREAS, his commitment to public service, hard work and diligence has been of great benefit to the Jackson County School District;

WHEREAS, his leadership, his concern for others, his strong commitment, his dedication to all of the students in the Jackson County School District, and his knowledge and skill in the performance of his duties will be sorely missed, and;

WHEREAS, he has had an immeasurable positive influence in the lives of our administrators, staff, students and parents, and;

BE IT FURTHER RESOLVED, by the Jackson County Board of Education, that we join his many friends and family, the administration, staff and general public in commending the work of J. Keith Lee as being outstanding in dedicated public service;

NOW, THEREFORE, BE IT RESOLVED, by the Jackson County Board of Education, that we do hereby commend his dedicated service and express our best wishes for continued success in his future endeavors for many years to come;

DONE BY ORDER OF THE JACKSON COUNTY BOARD OF EDUCATION, this fifteenth day of December, two-thousand twenty-five, A.D.

JACKSON COUNTY BOARD OF EDUCATION

Mr. Jory Howell, Vice-chairman

Mrs. Amy A. Peterson, Secretary

Mrs. Deanna Smith, Member

Mr. Lea Bailey, Member

Mr. David Baggett, Superintendent of Education

Jackson County School District Board Resolution
In recognition of Profound Appreciation of Distinguished Service of

Mr. Jory Howell

WHEREAS, Mr. Jory Howell, District 3 Representative, has dedicated six years of stellar service as a zealously devoted public servant to the Jackson County School District, being chosen and supported by election by his peers, and;

WHEREAS, throughout the course of his term on the board of education in serving as a member, secretary, and vice chairman, he has substantially contributed to the development and administration of the Jackson County Schools;

WHEREAS, he has demonstrated the ability to work with the administration, staff, and community in any unrelenting effort to promote the operation, programs, policies and procedures of the Jackson County School District, thereby establishing a benchmark for excellence;

WHEREAS, during his term he has compiled an extensive knowledge base, and presented a public image of Jackson County School District as one of the best school districts in Mississippi, effectively voicing this message on the Mississippi Gulf Coast and beyond;

WHEREAS, his commitment to public service, hard work and diligence has been of great benefit to the Jackson County School District;

WHEREAS, his leadership, his concern for others, his strong commitment, his dedication to all of the students in the Jackson County School District, and his knowledge and skill in the performance of his duties will be sorely missed, and;

WHEREAS, he has had an immeasurable positive influence in the lives of our administrators, staff, students and parents, and;

BE IT FURTHER RESOLVED, by the Jackson County Board of Education, that we join his many friends and family, the administration, staff and general public in commending the work of Jory Howell as being outstanding in dedicated public service;

NOW, THEREFORE, BE IT RESOLVED, by the Jackson County Board of Education, that we do hereby commend his dedicated service and express our best wishes for continued success in his future endeavors for many years to come;

DONE BY ORDER OF THE JACKSON COUNTY BOARD OF EDUCATION, this fifteenth day of December, two-thousand twenty-five, A.D.

JACKSON COUNTY BOARD OF EDUCATION

Mr. J. Keith Lee, Chairman

Mrs. Amy A. Peterson, Secretary

Mrs. Deanna Smith, Member

Mr. Lea Bailey, Member

Mr. David Baggett, Superintendent of Education

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

(Print) School Name: Jackson County Technology Center

Is the requesting club or activity a ☒ school student activity program/club or an ☐ outside organization?

Will the resulting money be collected by ☒ school employees or ☒ members of an outside organization?

(Print) Name of Activity/Sport/Outside Organization: Educators Rising - Career and Technical Student Organization

(Print) Full Name of Sponsor/Coach/Outside Officer: Beth Seymour

912

Dates of fundraising activity (Beginning and Ending): October 2025 - May 2026

Location of fundraising: ☐ In school only ☐ In Community Only ☒ In School and Community

☐ Online (GoFundMe, Donors Chose, etc.)

Describe the fundraiser: (1) Sponsor forms—Students will ask for community sponsorships. Sponsors will be highlighted on our chapter/team shirt and on our Facebook page. (2) Bake Sale - Students sell baked goods outside of a participating store in Vancleave, St. Martin, and East Central, and collect donations (3) Ugly Sweater Contest - In the JCTC building, classroom teachers may agree to getting pied in the face. Students collect money for "sweaters". The sweater owner (teacher) with the most gets pied in the face.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

# of students involved 9 Anticipated revenue $22,000

Anticipated use of revenue State: Registration, lodging, meals, transportation Nationals: Registration, lodging, meals, transportation

For the overall chapter/team: team shirts and project supplies

Were students informed in writing that the fundraiser is voluntary? ☒ Yes ☐ No

Beth A Seymour — 10/2/25

Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Steven Covington — 10/08/2025

Signature of Principal — Date

Montgomery Noblitt — 10/09/2025

Montgomery Noblitt (Oct 9, 2025 10:56:28 CDT)

Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised October 2018

Fundraisers for JCTC - Educator Preparation - CTSO - Educators Rising (EdRising)

Sponsor/Teacher Leader - Beth Seymour

Students Involved: Two SMHS, Two ECHS, five VHS students in Educator Preparation. A total of nine students.

*Students are not required to fundraise.

Begin-End: October - May

In School and Community Fundraising:

- Sponsor forms—Students will ask for community sponsorships. Sponsors will be highlighted on our chapter/team shirt and on our Facebook page.
- Bake Sale - Students sell baked goods outside of a participating store in Vancleave, St. Martin, and East Central, and collect donations
- Ugly Sweater Contest - In the JCTC building, classroom teachers may agree to getting pied in the face. Students collect money for "sweaters". The sweater owner (teacher) with the most gets pied in the face.

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: St. Martin High School

The requesting club or activity is a(n): St. Martin Steam Team

The resulting money will be collected by: Steam Booster Club

Name of Activity/Sport/Outside Organization: Steam Booster Club

Full Name of Sponsor/Coach/Outside Officer: Dr. Humphreys/ Stephanie Jordan

Dates of fundraising activity: Beginning - 10/2025 Ending - 06/2026

Location of fundraising: _____ # of Fundraiser: _____ of 3 fundraisers

Describe the fundraiser: Provide Concessions for Robot and Drone Events for Dr. Humphrys

# of students involved: 10 Anticipated revenue: $550

Anticipated use of revenue: Use money for registration and parts students may need

Were students informed in writing that the fundraiser is voluntary? yes

Stephanie Jordan
Stephanie Jordan (Oct 14, 2025 13:06:12 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date: 10/14/25

Approved by:

Wilson Scarborough
Wilson Scarborough (Oct 14, 2025 14:03:15 CDT)
Signature of Principal — Date: 10/14/25

Montgomery Noblitt (Oct 15, 2025 07:57:04 CDT)
Signature of Asst. Superintendent — Date: 10/15/25

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

Complete after Fundraiser:

Actual use of revenue: _____

Total revenue generated: _____

Bank and name of account where revenue was deposited into: _____

Revised January 2024

Signature:

Email: ssj1343@jcsd.ms

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMHS

The requesting club or activity is a(n): outside organization

The resulting money will be collected by: members of an outside organization

Name of Activity/Sport/Outside Organization: SMHS PTO

Full Name of Sponsor/Coach/Outside Officer: Kacie Hiers

Dates of fundraising activity: Beginning - 10/21/2025 Ending - 10/21/2025

Location of fundraising: In community only # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: The Lemon Shack and Bella's mini sweets for the fall fest.
They will donate back a percentage of sales to the PTO

# of students involved: 300 Anticipated revenue: $ $400

Anticipated use of revenue: All money raised by the PTO is used to support the teachers, staff
And students at SMHS

Were students informed in writing that the fundraiser is voluntary? Select

Kacie Hiers — 10/14/2025
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Wilson Scarborough — 10/14/2025
Wilson Scarborough (Oct 14, 2025 16:14:44 CDT)
Signature of Principal — Date

Montgomery Noblitt (Oct 15, 2025 07:58:57 CDT) — 10/15/2025
Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

Complete after Fundraiser:

Actual use of revenue: _____

Total revenue generated: _____

Bank and name of account where revenue was deposited into: _____

Revised January 2024

Signature:

Email: ssj1343@jcsd.ms

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMEE

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: School Mall

Full Name of Sponsor/Coach/Outside Officer: Anna Valentine

Dates of fundraising activity: Beginning - 10/14/2025 Ending - 05/05/2024

Location of fundraising: In school only # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: Online Gift Shop

# of students involved: 700 Anticipated revenue: $2,000.00

Anticipated use of revenue: School Events and Supplies

Were students informed in writing that the fundraiser is voluntary? Yes

Anna Valentine (Sep 17, 2025 11:24:58 CDT) — 09/17/2025

Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Brigette Myers (Sep 17, 2025 11:33:14 CDT) — 09/17/2025

Signature of Principal — Date

Montgomery Noblitt (Oct 15, 2025 07:55:58 CDT) — 10/15/2025

Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Complete after Fundraiser:

Actual use of revenue: _____

Total revenue generated: _____

Bank and name of account where revenue was deposited into: _____

Revised January 2024

SMEE Fundraiser for School Store

Final Audit Report 2025-10-15

Created:	2025-09-17
By:	Dawn Barske (dbj918@jcsd.ms)
Status:	Signed
Transaction ID:	CBJCHBCAABAAbQzNzXKLGqg8PryECVULU7z-LKFuY9--

"SMEE Fundraiser for School Store" History

Document created by Dawn Barske (dbj918@jcsd.ms)
2025-09-17 - 4:06:49 PM GMT

Document emailed to avj3498@jcsd.ms for signature
2025-09-17 - 4:21:33 PM GMT

Email viewed by avj3498@jcsd.ms
2025-09-17 - 4:23:11 PM GMT

Signer avj3498@jcsd.ms entered name at signing as Anna Valentine
2025-09-17 - 4:24:56 PM GMT

Document e-signed by Anna Valentine (avj3498@jcsd.ms)
Signature Date: 2025-09-17 - 4:24:58 PM GMT - Time Source: server

Document emailed to Brigette Myers (bmj672@jcsd.ms) for signature
2025-09-17 - 4:25:00 PM GMT

Email viewed by Brigette Myers (bmj672@jcsd.ms)
2025-09-17 - 4:32:50 PM GMT

Document e-signed by Brigette Myers (bmj672@jcsd.ms)
Signature Date: 2025-09-17 - 4:33:14 PM GMT - Time Source: server

Document emailed to Montgomery Noblitt (mnj3950@jcsd.ms) for signature
2025-09-17 - 4:33:16 PM GMT

Email viewed by Montgomery Noblitt (mnj3950@jcsd.ms)
2025-10-15 - 12:55:41 PM GMT

Document e-signed by Montgomery Noblitt (mnj3950@jcsd.ms)
Signature Date: 2025-10-15 - 12:55:58 PM GMT - Time Source: server

Adobe Acrobat Sign

Agreement completed.

2025-10-15 - 12:55:58 PM GMT

Adobe Acrobat Sign

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMMS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: members of an outside organization

Name of Activity/Sport/Outside Organization: Archery

Full Name of Sponsor/Coach/Outside Officer: Matthew Cartwright

Dates of fundraising activity: Beginning - 01/05/2026 Ending - 02/28/2025

Location of fundraising: Online (GoFundMe, Donors Choo # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: RedZone online donation & food item sale

# of students involved: 60 Anticipated revenue: $5,000.00

Anticipated use of revenue: equipment, food for team, banquet items, senior banners, team shirts

Were students informed in writing that the fundraiser is voluntary? Yes

Matthew Cartwright — 10/11/2025
Matthew Cartwright (Oct 11, 2025 20:52:11 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

[signature] — 10/13/2025
Signature of Principal — Date

Montgomery Noblitt — 10/13/2025
Montgomery Noblitt (Oct 13, 2025 08:01:30 CDT)
Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

Complete after Fundraiser:

Actual use of revenue: _____

Total revenue generated: _____

Bank and name of account where revenue was deposited into: _____

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMMS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: members of an outside organization

Name of Activity/Sport/Outside Organization: Archery

Full Name of Sponsor/Coach/Outside Officer: Matthew Cartwright

Dates of fundraising activity: Beginning - 05/01/2026 Ending - 06/30/2026

Location of fundraising: In school and community # of Fundraiser: 2 of 3 fundraisers

Describe the fundraiser: kid archery camp - grades 3rd - 6th

# of students involved: 20 Anticipated revenue: $ $1,000.00

Anticipated use of revenue: equipment, team shirt

Were students informed in writing that the fundraiser is voluntary? Yes

Matthew Cartwright — 10/11/2025
Matthew Cartwright (Oct 11, 2025 20:52:52 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Wendell Eller — 10/13/2025
Signature of Principal — Date

Montgomery Noblitt — 10/13/2025
Montgomery Noblitt (Oct 13, 2025 08:02:00 CDT)
Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

Complete after Fundraiser:

Actual use of revenue: _____

Total revenue generated: _____

Bank and name of account where revenue was deposited into: _____

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMMS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: Archery

Full Name of Sponsor/Coach/Outside Officer: Matthew Cartwright

Dates of fundraising activity: Beginning - 12/01/2025 Ending - 02/28/2025

Location of fundraising: In community only # of Fundraiser: 3 of 3 fundraisers

Describe the fundraiser: business donations

# of students involved: 60 Anticipated revenue: $ $2,000.00

Anticipated use of revenue: equipment, other team needs

Were students informed in writing that the fundraiser is voluntary? Yes

Matthew Cartwright — 10/11/2025
Matthew Cartwright (Oct 11, 2025 20:53:29 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Wendell Eller — Oct 13, 2025
Signature of Principal — Date

Montgomery Noblitt — 10/13/2025
Montgomery Noblitt (Oct 13, 2025 08:02:22 CDT)
Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

Complete after Fundraiser:

Actual use of revenue: _____

Total revenue generated: _____

Bank and name of account where revenue was deposited into: _____

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: St Martin High School

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: Prom

Full Name of Sponsor/Coach/Outside Officer: Crystal Harkleroad

928

Dates of fundraising activity: Beginning - 01/28/2026 Ending - 03/02/2026

Location of fundraising: In school only # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: Parent/child elementary dance

# of students involved: 25 Anticipated revenue: $ 5000

Anticipated use of revenue: Prom decorations

Were students informed in writing that the fundraiser is voluntary? _____

Crystal Harkleroad
Crystal Harkleroad (Oct 16, 2025 15:06:31 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date: 10/16/25

Approved by:

Wilson Scarborough
Wilson Scarborough (Oct 16, 2025 15:08:49 CDT)
Signature of Principal — Date: 10/16/25

Montgomery Noblitt (Oct 17, 2025 10:15:37 CDT)
Signature of Asst. Superintendent — Date: 10/17/25

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: ECHS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: ECHS FFA

Full Name of Sponsor/Coach/Outside Officer: Kayla Everett

Dates of fundraising activity: Beginning - 10/16/2025 Ending - 12/02/2025

Location of fundraising: In school and community # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: Southern Heritage Meat Sale
na

# of students involved: 35 Anticipated revenue: $ $5,000.00

Anticipated use of revenue: Upcoming FFA Contest and materials
na

Were students informed in writing that the fundraiser is voluntary? Yes

Kayla Everett
Kayla Everett (Oct 14, 2025 11:25:41 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date: 10/14/2025

Approved by:

Jaime Tiblier (Oct 14, 2025 12:22:30 CDT)
Signature of Principal — Date: 10/14/2025

Montgomery Noblitt
Montgomery Noblitt (Oct 15, 2025 07:56:23 CDT)
Signature of Asst. Superintendent — Date: 10/15/2025

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMHS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: SMHS - Diamond Girls

Full Name of Sponsor/Coach/Outside Officer: Valerie Jalanivich

930

Dates of fundraising activity: Beginning - 01/05/2026 Ending - 02/20/2026

Location of fundraising: In school and community # of Fundraiser: 2 of 3 fundraisers

Describe the fundraiser: Girls will sell Randazos King Cakes

.

# of students involved: 17 Anticipated revenue: $ $600

Anticipated use of revenue: Uniforms, equipment and senior gifts

.

Were students informed in writing that the fundraiser is voluntary? Select

Valeria Jalanivich
Valeria Jalanivich (Oct 17, 2025 12:49:02 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date: 10/17/2025

Approved by:

Wilson Scarborough
Wilson Scarborough (Oct 17, 2025 13:31:27 CDT)
Signature of Principal — Date: 10/17/2025

Montgomery Noblitt (Oct 20, 2025 12:22:13 CDT)
Signature of Asst. Superintendent — Date: 10/20/2025

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: St Martin High School

The requesting club or activity is a(n): school student activity/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: SMHS Diamond Girls

Full Name of Sponsor/Coach/Outside Officer: Valerie Jalanivich

931

Dates of fundraising activity: Beginning - 11/12/2025 Ending - 12/12/2025

Location of fundraising: In school & community # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: Girls will sell Nothing Bundt Cakes

# of students involved: 17 Anticipated revenue: $ 500

Anticipated use of revenue: Uniforms, equipment and snacks

Were students informed in writing that the fundraiser is voluntary? yes

Valerie Jalanivich
Valerie Jalanivich (Oct 17, 2025 12:44:30 CDT)

Signature of Sponsor/Coach/Outside Organization Officer — Date: 10/17/25

Approved by:

Wilson Scarborough
Wilson Scarborough (Oct 17, 2025 13:31:47 CDT)

Signature of Principal — Date: 10/17/25

Montgomery Noblitt (Oct 20, 2025 12:23:40 CDT)

Signature of Asst. Superintendent — Date: 10/20/25

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: ECUE

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: Santa Secret Shop

Full Name of Sponsor/Coach/Outside Officer: Tracy Warren/Donna Knight

Dates of fundraising activity: Beginning - 12/01/2025 Ending - 12/05/2025

Location of fundraising: In school only # of Fundraiser: 3 of 3 fundraisers

Describe the fundraiser: Santa Secret shop sale for students to purchase gifts etc...
N/A

# of students involved: 575 Anticipated revenue: $ $1000

Anticipated use of revenue: student rewards and awards
N/A

Were students informed in writing that the fundraiser is voluntary? Yes

Tracy Warren — 10/17/2025
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Donna Knight — 10/20/2025
Donna Knight (Oct 20, 2025 07:05:00 CDT)
Signature of Principal — Date

Montgomery Noblitt — 10/20/2025
Montgomery Noblitt (Oct 20, 2025 12:36:13 CDT)
Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMAC Athletics

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: members of an outside organization

Name of Activity/Sport/Outside Organization: Softball

Full Name of Sponsor/Coach/Outside Officer: Breanna Desporte 933

Dates of fundraising activity: Beginning - 01/23/2026 Ending - 01/23/2026

Location of fundraising: In school only # of Fundraiser: 3 of 3 fundraisers

Describe the fundraiser: scrimmage meet the team night game

# of students involved: 25 Anticipated revenue: $ $500.00

Anticipated use of revenue: gear and equipment

Were students informed in writing that the fundraiser is voluntary? Yes

Breanna Desporte (Oct 21, 2025 13:35:09 CDT) Oct 21, 2025

Signature of Sponsor/Coach/Outside Organization Officer Date

Approved by:

Jessica Kandoe (Oct 21, 2025 13:47:16 CDT) Oct 21, 2025

Signature of Principal Date

Christopher Lebatard (Oct 21, 2025 14:30:01 CDT) Oct 21, 2025

Signature of Asst. Superintendent Date

Signature of Superintendent Date

Signature of Board Chairman Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMAC Athletics

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: members of an outside organization

Name of Activity/Sport/Outside Organization: Softball

Full Name of Sponsor/Coach/Outside Officer: Breanna Desporte

934

Dates of fundraising activity: Beginning - 11/18/2025 Ending - 12/15/2025

Location of fundraising: Online (GoFundMe, Donors Choo # of Fundraiser: 2 of 3 fundraisers

Describe the fundraiser: fan gear BSN website

# of students involved: 25 Anticipated revenue: $ $1,000.00

Anticipated use of revenue: gear and equipment

Were students informed in writing that the fundraiser is voluntary? Yes

Breanna Desporte (Oct 21, 2025 13:23:13 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date: Oct 21, 2025

Approved by:

Jessa Kandoe (Oct 21, 2025 13:24:05 CDT)
Signature of Principal — Date: Oct 21, 2025

Christopher Lebatard (Oct 21, 2025 13:33:48 CDT)
Signature of Asst. Superintendent — Date: Oct 21, 2025

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMAC Athletics

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: members of an outside organization

Name of Activity/Sport/Outside Organization: Softball

Full Name of Sponsor/Coach/Outside Officer: Breanna Desporte

935

Dates of fundraising activity: Beginning - 11/18/2025 Ending - 12/15/2025

Location of fundraising: Online (GoFundMe, Donors Choo # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: "support my Team" donations

# of students involved: 25 Anticipated revenue: $ $1,000.00

Anticipated use of revenue: Pre-game meals

Were students informed in writing that the fundraiser is voluntary? Yes

Breanna Desporte (Oct 21, 2025 13:22:37 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date: Oct 21, 2025

Approved by:

Jessica Kanode (Oct 21, 2025 13:23:44 CDT)
Signature of Principal — Date: Oct 21, 2025

Christopher Lebatard (Oct 21, 2025 13:33:28 CDT)
Signature of Asst. Superintendent — Date: Oct 21, 2025

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMAC Athletics

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: members of an outside organization

Name of Activity/Sport/Outside Organization: SMMS softball

Full Name of Sponsor/Coach/Outside Officer: Lauren Parker

936

Dates of fundraising activity: Beginning - 11/18/2025 Ending - 12/15/2025

Location of fundraising: Online (GoFundMe, Donors Choo "support my team" # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: donations

# of students involved: 25 Anticipated revenue: $ $1,000.00

Anticipated use of revenue: pre-game meals

Were students informed in writing that the fundraiser is voluntary? Yes

Lauren Parker (Oct 22, 2025 08:58:52 CDT) — Oct 22, 2025

Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Jessica Kandoe (Oct 22, 2025 08:59:25 CDT) — Oct 22, 2025

Signature of Principal — Date

Christopher Lebatard (Oct 22, 2025 09:16:33 CDT) — Oct 22, 2025

Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMAC Athletics

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: members of an outside organization

Name of Activity/Sport/Outside Organization: SMMS softball

Full Name of Sponsor/Coach/Outside Officer: Lauren Parker

937

Dates of fundraising activity: Beginning - 11/18/2025 Ending - 12/15/2025

Location of fundraising: Online (GoFundMe, Donors Choo # of Fundraiser: 2 of 3 fundraisers

Describe the fundraiser: fan gear BSN website

# of students involved: 25 Anticipated revenue: $ $1,000.00

Anticipated use of revenue: team gear and equipment

Were students informed in writing that the fundraiser is voluntary? Yes

Lauren Parker (Oct 22, 2025 08:57:50 CDT) — Oct 22, 2025

Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Jessica Randde (Oct 22, 2025 08:58:38 CDT) — Oct 22, 2025

Signature of Principal — Date

Christopher Lebatard (Oct 22, 2025 09:16:02 CDT) — Oct 22, 2025

Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMAC Athletics

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: members of an outside organization

Name of Activity/Sport/Outside Organization: SMMS softball

Full Name of Sponsor/Coach/Outside Officer: Lauren Parker

938

Dates of fundraising activity: Beginning - 01/23/2026 Ending - 01/23/2026

Location of fundraising: In school only # of Fundraiser: 3 of 3 fundraisers

Describe the fundraiser: scrimmage meet the team game

# of students involved: 25 Anticipated revenue: $ $500.00

Anticipated use of revenue: team gear and equipment

Were students informed in writing that the fundraiser is voluntary? Yes

Lauren Parker (Oct 22, 2025 08:55:09 CDT) Oct 22, 2025

Signature of Sponsor/Coach/Outside Organization Officer Date

Approved by:

Jessica Kandoda (Oct 22, 2025 08:59:04 CDT) Oct 22, 2025

Signature of Principal Date

Christopher Lebatard (Oct 22, 2025 09:16:18 CDT) Oct 22, 2025

Signature of Asst. Superintendent Date

Signature of Superintendent Date

Signature of Board Chairman Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMHS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: Broadcasting

Full Name of Sponsor/Coach/Outside Officer: Crystal Harkleroad

939

Dates of fundraising activity: Beginning - 11/10/2025 Ending - 11/19/2025

Location of fundraising: In school and community # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: Teachers will compete to collect the most money (change).

.

# of students involved: 0 Anticipated revenue: $ $1000

Anticipated use of revenue: Angel Tree gifts

.

Were students informed in writing that the fundraiser is voluntary? Select

Crystal Harkleroad
Crystal Harkleroad (Oct 22, 2025 13:31:35 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date: 10/22/2025

Approved by:

Wilson Scarborough
Wilson Scarborough (Oct 22, 2025 13:50:30 CDT)
Signature of Principal — Date: 10/22/2025

Montgomery Noblitt (Oct 22, 2025 14:08:46 CDT)
Signature of Asst. Superintendent — Date: 10/22/2025

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: ECHS

The requesting club or activity is a(n): outside organization

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: Chevron Donation-Forman

Full Name of Sponsor/Coach/Outside Officer: Stephen Garrard

Dates of fundraising activity: Beginning - 10/20/2025 Ending - 10/20/2025

Location of fundraising: In community only # of Fundraiser: 0 of 3 fundraisers

Describe the fundraiser: Donation from Chevron
na

# of students involved: 0 Anticipated revenue: $$500

Anticipated use of revenue: to purchase baseball equipment
na

Were students informed in writing that the fundraiser is voluntary? No

Stephen Garrard
Stephen Garrard (Oct 20, 2025 13:18:46 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date: 10/20/2025

Approved by:

Donald K. Wallace
Donald K. Wallace (Oct 22, 2025 11:14:33 CDT)
Signature of Principal — Date: 10/22/2025

Christopher Lebatard (Oct 22, 2025 14:10:20 CDT)
Signature of Asst. Superintendent — Date: 10/22/2025

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: VMS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: members of an outside organization

Name of Activity/Sport/Outside Organization: VMS bookfair

Full Name of Sponsor/Coach/Outside Officer: Elizabeth Otthofer

Dates of fundraising activity: Beginning - 02/02/2026 Ending - 02/13/2026

Location of fundraising: Online (GoFundMe, Donors Choo # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: Students and or parents will be able to go online and buy books.

n/a

# of students involved: 565 Anticipated revenue: $ $300.00

Credit back to account for book funds through follett. They will allow library to use funds to buy books.

Anticipated use of revenue:

n/a

Were students informed in writing that the fundraiser is voluntary? Yes

Elizabeth Otthofer
Elizabeth Otthofer (Oct 27, 2025 10:42:10 CDT)
Signature of Sponsor/Coach/Outside Organization Officer — Date: 10/27/2025

Approved by:

Ashley Allred (Oct 27, 2025 10:51:38 CDT)
Signature of Principal — Date: 10/27/2025

Christopher Lebatard (Oct 27, 2025 13:16:33 CDT)
Signature of Asst. Superintendent — Date: 10/27/2025

Signature of Superintendent — Date

Signature of Board Chairman — Date

Complete after Fundraiser:

Actual use of revenue: _____

Total revenue generated: _____

Bank and name of account where revenue was deposited into: _____

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMHS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: Culinary Arts Bake Sale

Full Name of Sponsor/Coach/Outside Officer: Jana Gonzalez

943

Dates of fundraising activity: Beginning - 10/20/2025 Ending - 05/18/2026

Location of fundraising: In school and community # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: Students will prepare healthy snacks to sell to raise money for the culinary program.

# of students involved: 36 Anticipated revenue: $ $500.00

Anticipated use of revenue: Educational field trips, Culinary Equipment and small wares, FCCLA Competitions, Culinary Competitions, etc...

Were students informed in writing that the fundraiser is voluntary? Select

Jana Gonzalez (Oct 20, 2025 09:43:42 CDT) 10/20/2025

Signature of Sponsor/Coach/Outside Organization Officer Date

Approved by:

Wilson Scarborough (Oct 20, 2025 10:32:53 CDT) 10/20/2025

Signature of Principal Date

Montgomery Noblitt (Oct 29, 2025 12:40:22 CDT) 10/29/2025

Signature of Asst. Superintendent Date

Signature of Superintendent Date

Signature of Board Chairman Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: SMHS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: Select

Name of Activity/Sport/Outside Organization: Culinary Arts Teacher Luncheon Fundraiser

Full Name of Sponsor/Coach/Outside Officer: Jana Gonzalez

944

Dates of fundraising activity: Beginning - 10/20/2025 Ending - 05/18/2026

Location of fundraising: In school and community # of Fundraiser: 2 of 3 fundraisers

Describe the fundraiser: Students will prepare lunches for teachers who may pre-order their lunch. The students will be raising money for field trips, competitions, etc...

# of students involved: 36 Anticipated revenue: $ $500

Anticipated use of revenue: Educational field trips, Competitions, small wares, new culinary shirts, culinary program needs, etc...

Were students informed in writing that the fundraiser is voluntary? Yes

Jana Gonzalez (Oct 20, 2025 12:49:46 CDT) 10/20/2025

Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Wilson Scarborough (Oct 20, 2025 14:24:51 CDT) 10/20/2025

Signature of Principal — Date

Montgomery Noblitt (Oct 29, 2025 12:40:04 CDT) 10/29/2025

Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: VMS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: NJHS

Full Name of Sponsor/Coach/Outside Officer: Alison Peterson

Dates of fundraising activity: Beginning - 12/12/2025 Ending - 12/12/2025

Location of fundraising: In school only # of Fundraiser: 2 of 3 fundraisers

Describe the fundraiser: After school dance

# of students involved: 500 Anticipated revenue: $ $1,000

Anticipated use of revenue: NJHS dues, pins, and shirts

Were students informed in writing that the fundraiser is voluntary? Yes

Alison Peterson (Oct 31, 2025 12:24:57 CDT) 10/31/2025

Signature of Sponsor/Coach/Outside Organization Officer Date

Approved by:

Ashley Allred (Oct 31, 2025 12:30:10 CDT) 10/31/2025

Signature of Principal Date

Christopher Lebatard (Oct 31, 2025 13:55:57 CDT) 10/31/2025

Signature of Asst. Superintendent Date

Signature of Superintendent Date

Signature of Board Chairman Date

Revised January 2024

Complete after Fundraiser:

Actual use of revenue: _____

Total revenue generated: _____

Bank and name of account where revenue was deposited into: _____

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: ECHS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: ECHS Student Council

Full Name of Sponsor/Coach/Outside Officer: Candice Bailey

Dates of fundraising activity: Beginning - 11/18/2025 Ending - 12/10/2025

Location of fundraising: In school and community # of Fundraiser: 2 of 3 fundraisers

Describe the fundraiser: Selling Worlds Finest Chocolate

na

# of students involved: 60 Anticipated revenue: $ $2,000.00

Anticipated use of revenue: Funds raised by Student Council will be used to support our school and community by providing appreciation items and supplies for teachers, assisting other clubs in need, and providing support and materials for community members.

na

Were students informed in writing that the fundraiser is voluntary? No

Candice Bailey
Candice Bailey (Nov 3, 2025 09:24:35 CST)
Signature of Sponsor/Coach/Outside Organization Officer — Date: 11/03/2025

Approved by:

Jamie Tiblier (Nov 3, 2025 09:27:00 CST)
Signature of Principal — Date: 11/03/2025

Montgomery Noblitt
Montgomery Noblitt (Nov 3, 2025 09:51:53 CST)
Signature of Asst. Superintendent — Date: 11/03/2025

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: ECAC Athletics

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: members of an outside organization

Name of Activity/Sport/Outside Organization: ECHS Cheerleaders

Full Name of Sponsor/Coach/Outside Officer: Teresa Hollinghead

Dates of fundraising activity: Beginning - 12/04/2025 Ending - 12/04/2025

Location of fundraising: In school and community # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: Bingo night
na

# of students involved: 27 Anticipated revenue: $ $2,000.00

Anticipated use of revenue: To purchase equipment, awards & meals for students
na

Were students informed in writing that the fundraiser is voluntary? No

Teresa Hollinghead — 11/03/2025
Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Donald K. Wallace — 11/03/2025
Donald K. Wallace (Nov 3, 2025 15:20:41 CST)
Signature of Principal — Date

Christopher Lebatard (Nov 3, 2025 17:50:55 CST) — 11/03/2025
Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: ECMS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: ECMS PLTW/ROBOTICS

Full Name of Sponsor/Coach/Outside Officer: Johnathan May

Dates of fundraising activity: Beginning - 11/4/2025 Ending - 11/7/2025

Location of fundraising: Online (GoFundMe, Donors Choo # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: PLTW Chevron Grant

# of students involved: 0 Anticipated revenue: $5000.00

Anticipated use of revenue: Purchase equipment for PLTW classes

Were students informed in writing that the fundraiser is voluntary? No

Johnathan May
Johnathan May (Nov 4, 2025 14:59:30 CST)
Signature of Sponsor/Coach/Outside Organization Officer — 11/4/2025 Date

Approved by:

Sherie Tanner
Sherie Tanner (Nov 4, 2025 15:49:47 CST)
Signature of Principal — 11/04/2025 Date

Montgomery Noblitt
Montgomery Noblitt (Nov 5, 2025 08:51:03 CST)
Signature of Asst. Superintendent — 11/05/2025 Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: VLE

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: VLE Library

Full Name of Sponsor/Coach/Outside Officer: Rhonda High

Dates of fundraising activity: Beginning - 02/06/2026 Ending - 02/13/2026 950

Location of fundraising: In school only # of Fundraiser: 2 of 3 fundraisers

Describe the fundraiser: Literati Book Fair
n/a

# of students involved: 660 Anticipated revenue: $5000

Anticipated use of revenue: Purchase new books and supplies
n/a

Were students informed in writing that the fundraiser is voluntary? Yes

Rhonda High (Nov 7, 2025 10:04:32 CST) 11/07/2025

Signature of Sponsor/Coach/Outside Organization Officer Date

Approved by:

Krista Soblitt 11/07/2025

Signature of Principal Date

Montgomery Noblitt 11/07/2025
Montgomery Noblitt (Nov 7, 2025 11:33:29 CST)

Signature of Asst. Superintendent Date

Signature of Superintendent Date

Signature of Board Chairman Date

Revised January 2024

Complete after Fundraiser:

Actual use of revenue: _____

Total revenue generated: _____

Bank and name of account where revenue was deposited into: _____

Revised January 2024

VLE Library Fundraiser Form Rev24

Final Audit Report 2025-11-07

Created:	2025-11-07
By:	Davina Pope (dpj4223@jcsd.ms)
Status:	Signed
Transaction ID:	CBJCHBCAABAAiXjBdc2uGSJX_Z4306yo_Gr7iqJmgZV_

"VLE Library Fundraiser Form Rev24" History

Document created by Davina Pope (dpj4223@jcsd.ms)
2025-11-07 - 3:42:09 PM GMT

Document emailed to Rhonda High (rhj200@jcsd.ms) for signature
2025-11-07 - 3:48:12 PM GMT

952

Email viewed by Rhonda High (rhj200@jcsd.ms)
2025-11-07 - 4:04:15 PM GMT

Document e-signed by Rhonda High (rhj200@jcsd.ms)
Signature Date: 2025-11-07 - 4:04:32 PM GMT - Time Source: server

Document emailed to Krista Sablich (ksj172@jcsd.ms) for signature
2025-11-07 - 4:04:36 PM GMT

Email viewed by Krista Sablich (ksj172@jcsd.ms)
2025-11-07 - 4:28:58 PM GMT

Document e-signed by Krista Sablich (ksj172@jcsd.ms)
Signature Date: 2025-11-07 - 4:29:22 PM GMT - Time Source: server

Document emailed to Montgomery Noblitt (mnj3950@jcsd.ms) for signature
2025-11-07 - 4:29:24 PM GMT

Email viewed by Montgomery Noblitt (mnj3950@jcsd.ms)
2025-11-07 - 5:33:14 PM GMT

Document e-signed by Montgomery Noblitt (mnj3950@jcsd.ms)
Signature Date: 2025-11-07 - 5:33:29 PM GMT - Time Source: server

Agreement completed.
2025-11-07 - 5:33:29 PM GMT

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: ECMS

The requesting club or activity is a(n): ~~Select~~ School Student Activity Program

The resulting money will be collected by: ~~Select~~ School employees

Name of Activity/Sport/Outside Organization: Science Department

Full Name of Sponsor/Coach/Outside Officer: Scott Nelson

Dates of fundraising activity: Beginning - 11/20/25 Ending - 11/20/25

Location of fundraising: ~~Select~~ In School # of Fundraiser: 1 of 3 fundraisers

Describe the fundraiser: Fall Festival - Selling Pizza

# of students involved: 4 Anticipated revenue: $100

Anticipated use of revenue: to purchase Science equipment/resources

Were students informed in writing that the fundraiser is voluntary? Select

Scott Nelson (Nov 7, 2025 06:24:53 CST) — 11/7/25

Signature of Sponsor/Coach/Outside Organization Officer — Date

Approved by:

Sherie Tanner (Nov 7, 2025 06:53:06 CST) — 11/07/2025

Signature of Principal — Date

Montgomery Noblitt (Nov 7, 2025 09:17:22 CST) — 11/7/2025

Signature of Asst. Superintendent — Date

Signature of Superintendent — Date

Signature of Board Chairman — Date

Revised January 2024

JACKSON COUNTY SCHOOL DISTRICT
Fundraiser Authorization Form

This form must be completed and have administrative approval before entering into any agreement with a vendor, before any advertising and before any solicitation begins.

Fundraisers requested by clubs and activities that are part of the school's student activity program will be prioritized over fundraisers of external clubs and activities.

If a contract with an outside money vendor is required, please attach the unsigned contract to this request form.

School Name: ECMS

The requesting club or activity is a(n): school student activity program/club

The resulting money will be collected by: school employees

Name of Activity/Sport/Outside Organization: DREAM

Full Name of Sponsor/Coach/Outside Officer: Ashley Mallette

Dates of fundraising activity: Beginning - 11-18-25 Ending - 12-16-25

Location of fundraising: In school only # of Fundraiser: 2 of 3 fundraisers

Describe the fundraiser: Students will "light up their teacher's Christmas tree" by purchasing paper bulbs to be place on their paper tree. Bulbs are .25 cents each.

# of students involved: 452 Anticipated revenue: $500.00

Anticipated use of revenue: Funds will help purchase prizes for our PBIS store.

Were students informed in writing that the fundraiser is voluntary? Yes

Ashley Mallette
Ashley Mallette (Nov 6, 2025 09:31:48 CST)
Signature of Sponsor/Coach/Outside Organization Officer — Date: 11/06/2025

Approved by:

Sherie Tanner
Sherie Tanner (Nov 6, 2025 15:55:33 CST)
Signature of Principal — Date: 11/06/2025

Montgomery Noblitt
Montgomery Noblitt (Nov 7, 2025 09:14:36 CST)
Signature of Asst. Superintendent — Date: 11/7/2025

Signature of Superintendent — Date

Signature of Board Chairman — Date

MINUTES OF THE MEETING
JACKSON COUNTY PLANNING COMMISSION

Members Present: Karen Pittman
James Brewer
Regina Holland
Jeffrey Knight
George Sholl
Stuart White

Members Absent: Robert Dubose

Also, Present: Marcus Catchot, Planning Director
Luke Brenner, Building Official
Amanda Derouen, Planning & Zoning Administrator
Mary Ann Baran, Assistant Zoning Administrator
Marissa Jones, Floodplain Manager
April McDonald, County Attorney
Tristan Armer, County Attorney
Norma Jean Ladner Soroe, Court Reporter

The regularly scheduled meeting of the Jackson County Planning Commission was held at 9:00 a.m., September 17, 2025, in the regular meeting place of the Board of Supervisors located at 2915 Canty Street, Jackson County Services Complex in the City of Pascagoula, Mississippi.

Subdivisions:

Admiral Landing Phase 1B (Formerly Admirals Landing Phase 1B) – Acceptance of Maintenance & Performance Bonds – being developed by Admiral MS, LLC, consisting of 73 single-family residential lots, Dennis Stieffel & Associates, Inc., engineer, zoned PUD, Moran Parkway South off of Old Fort Bayou Road, St. Martin
Motion by Sholl seconded by Knight to recommend approval of acceptance of the maintenance and performance bonds for Admiral Landing Phase 1B.
The motion carried unanimously 6-0 with one member absent.

The Serene at St. Martin – Acceptance of Maintenance & Performance Bonds – being developed by J & J Holding Company, LLC & Freddie Fountain, Fountain & Associates, consisting of 144 Townhome lots, Terry Moran & Fountain & Associates, engineers, zoned PUD, off Rose Farm Road North, St. Martin
Motion by Sholl seconded by Knight to recommend approval of acceptance of the maintenance and performance bonds for The Serene at St. Martin.
The motion carried unanimously 6-0 with one member absent.

Ramsay Farms Phase 1A (Formerly Jubilee) – Final Plat – being developed by D. R. Horton, Inc. Birmingham, consisting of 157 single-family residential lots, Dennis Stieffel & Associates, Inc., engineer, zoned PUD, Joe Batt Road, Latimer
Jim Holt, of Dennis Stieffel & Associates was present. He explained everything is in order for proceeding.
Garrett Green, consulting engineer, added all the final inspection items were addresses and everything was good to go.
Motion by Brewer seconded by Holland to recommend approval of the final plat for Ramsay Farms Phase 1A.
The motion carried unanimously 6-0 with one member absent.

Acceptance of Approval of Minor Subdivision (Anthony McMillian, Jr.) – a subdivision of land consisting of three (3) parcels for family to construct single-family residences, zoned A-1, 12817 Silver Fox Lane, Vancleave
Garrett Green, consulting engineer, confirmed all the proposed lots meet the regulations.
Motion by Knight seconded by Sholl to recommend approval of the acceptance of the minor subdivision.
The motion carried unanimously 6-0 with one member absent.

Acceptance of Approval of Minor Subdivision (Calen Tillman) – a subdivision of land consisting of two (2) parcels for future residential development, zoned A-1, 3116 Jr David Road, Cumbest Bluff
Garrett Green, consulting engineer, confirmed all the proposed lots meet the regulations.
Motion by Sholl seconded by White to recommend approval of the acceptance of the minor subdivision.
The motion carried unanimously 6-0 with one member absent.

Public Hearings:

RZON-07-2025-00098 – Michael E. Allen – Zone Change – to request a zone change from General Agricultural District (A-1) to Community Commercial District (C-2), Highway 614, Wade area, PIDN 01602020.010.
Michael Allen was present. The is no water service available in the area. The parcel has double frontage providing good access for a commercial business (i.e. deliveries, etc.) It is close to a major intersection and is between the Hurley and Wade communities, which are rapidly growing toward one another.
No speakers for or against.
Motion by Holland seconded by Sholl to recommend approval. The basis for the recommendation is that the character of the neighborhood has changed to such an extent to justify the rezoning and that a public need exists for the rezoning as evidenced by information supplied by the applicant.
The motion carried unanimously 6-0 with one absent.

SPEC-08-2025-00099 – Albert Craig – Special Exception – to allow the construction of a 24' x 36' pole barn for personal storage of a boat on vacant property, zoned A-1, Pascagoula Drive Lot 11, Wade area, PIDN 05100911.000
Albert Craig was present. He lives in Alabama but comes over frequently for short getaways.
No speakers for or against.
Motion by Brewer seconded by Sholl to recommend approval. The basis for the recommendation is that the requested exception will be in harmony with the purpose and intent of the ordinance and will not be injurious to the neighborhood or the general welfare.
The motion carried unanimously 6-0 with one member absent.

USEP-08-2025-00100 – Thomas Rodney Stokes – Use Permit – to allow the excavation and removal of dirt from the property while digging a 5-acre pond, zoned A-1, Jim Ramsay Road, Vancleave area, PIDN 02306070.212.
The applicant requested the item be tabled to next month.
Motion by Sholl seconded by Holland to recommend tabling the request to next month's agenda.
The motion carried unanimously 6-0 with one member absent.

SPEC-08-2025-00101 – Aaron Miller – Special Exception – to convert an existing building to allow a kitchen, 2 restrooms, conference room, and 7 office spaces, zoned A-1, 3550 Wade Vancleave Road, Vancleave area, PIDN 02215040.000.
This item needs to be re-advertised correctly to include the operation of a business.
Motion by Sholl seconded by Holland to recommend tabling the request to next month's agenda.
The motion carried unanimously 6-0 with one member absent.

RZON-08-2025-00103 – Gulf Coast Development & Design, LLC – Zone Change – to request a zone change from General Agricultural District (A-1) to Agricultural Residential District (A-2), Old Fort Bayou Road, Latimer area, PIDNs 02935010.000, 02926250.000, and 02926240.000.
Kenneth Jones was present. The side setbacks are the same for both the A-1 and A-2 and they intend to maintain the 100-foot lot width that A-1 requires. There is a signification housing shortage in the area. Many subdivisions have been built in the close vicinity and public infrastructure has been and is proposed to be constructed.
Mark Cumbest spoke in favor of the project. The owner purchased it in 1994 and wants it sold because the neighbors are illegally using it for their benefit.
Robert O'Dell spoke in opposition. He discussed article 10.5.3 of the county's zoning ordinance requiring an affidavit to proceed. This zone change would drastically change the character of the neighborhood. This could be considered spot zoning.
Emily Theriot spoke in opposition. She shared a presentation showing all the residences that abut the proposed property.
Savanna Scholet spoke in opposition. Most people in the area do not have [JCUA] water/sewer services. The character of the area has not changed and there is no public need.
Todd Davis spoke in opposition. There is a hunting club that abuts the proposed property creating safety risks.
Heather Hoffman spoke in opposition stating there are too many developments already.
Stan Travioli spoke in opposition. He moved to the area for the quiet atmosphere.

Jay Speight spoke in opposition. He lives on family land that has been owned for generations and was used as a farm. Traffic concerns with Antioch Road.
Max Ganelloni spoke in opposition and is concerned with flooding.
Kevin Dunaway spoke in opposition and is concerned the applicant doesn't even live in the area.
Nancy Furr spoke in opposition and is concerned with safety.
Richard Taylor spoke in opposition. He is concerned with traffic and flooding.
Becky Pylate spoke in opposition and is concerned with flooding.
Chris Eleuteris spoke in opposition. His family's property is currently a farm with chickens, etc. There is a family cemetery on the property. He intends to gift his children land to build homes in the future. The community is close-knit.
Luke Bartkiewicz spoke in opposition and is concerned with flooding and traffic.
Mary Bartkiewicz spoke in opposition. They purchased acreage to preserve it from development.
Motion by Holland seconded by Brewer to recommend denial of the zone change. The basis for the recommendation is that the character of the neighborhood has not changed to such an extent to justify the rezoning and that a public need does not exist for the rezoning as evidenced by information supplied by the applicant.
The motion carried 5-1 with Holland, Brewer, White, Knight, and Pittman voting aye, Sholl voting nay, and one member absent.

Dr. Knight left the meeting.

SPEC-08-2025-00104 – Luis A. Moreno-Valdes – Special Exception – to allow an existing RV to remain on property while renovating the existing residence, zoned A-1, 4302 Whisper Road, Vestry area, PIDN 02134120.065.
Luis Moreno-Valdes was present. He is requesting a two (2) year time period and should be ready to build a residence then.
No speakers for or against.
Motion by Sholl seconded by Holland to recommend approval for a period of two (2) years with a review in two (2) years. The basis for the recommendation is that the requested exception will be in harmony with the purpose and intent of the ordinance and will not be injurious to the neighborhood or the general welfare.
The motion carried unanimously 5-0 with two members absent.

SPEC-08-2025-00105 – Janell Goff – Special Exception – to allow the operation of an event & wedding venue to continue in an existing building under new ownership, zoned A-1, 16435 Grafe Homestaed Road, Big Point area, PIDN 00092950.050.
Janell Goff was present. Just a change of ownership.
No speakers for or against.
Motion by White seconded by Holland to recommend approval. The basis for the recommendation is that the requested exception will be in harmony with the purpose and intent of the ordinance and will not be injurious to the neighborhood or the general welfare.
The motion carried unanimously 5-0 with two members absent.

SPEC-08-2025-00107 – Deneen Ducharme – Special Exception – to allow the construction of a 6' fence to be located in front of the residence, zoned A-1, 6918 Plantation Road, Vancleave area, PIDN 02230050.004.
Deneen Ducharme was present. She has two disabled sons, one of which has Down Syndrome. He doesn't understand to not run for the roadway.
No speakers for or against.
Motion by Brewer seconded by Sholl to recommend approval. The basis for the recommendation is that the requested exception will be in harmony with the purpose and intent of the ordinance and will not be injurious to the neighborhood or the general welfare.
The motion carried unanimously 5-0 with two members absent.

RZON-08-2025-00108 – Core Development and Construction of Louisiana, LLC – Zone Change – to request a zone change from General Agricultural District (A-1) to Single-Family Residential District (R-1A), 9421 Martin Avenue, Latimer area, PIDN 03536050.050
Anderson Reed was present. The area on the Future Land Use Map and the Comprehensive Plan shows the area as residential. A-1 does not match the surrounding properties and their uses.
Kimberly Johnson spoke in opposition. The neighborhood to the north, Tucker Grove, has caused many issues for her and her property. The roads in the area are too small to handle any more development. She is concerned with traffic.
Darryl Ferguson, representative of the property owner, Bartlem Real Estate, is in favor of the proposal.
Motion by Sholl seconded by Brewer to recommend approval. The basis for the recommendation is that the character of the neighborhood has changed to such an extent to justify the rezoning and that a public need exists for the rezoning as evidenced by information supplied by the applicant.
The motion carried unanimously 5-0 with two members absent.

USEP-08-2025-00110 – The Towers, LLC dba Vertical Bridge, David McGehee (agent) – Use Permit – to construct a new 280' tall wireless communications facility (tower), zoned A-1, Saracennia Road, Helena area, PIDN 01029130.060.
David McGehee was present. Verizon wants to bring services to the Helena area and there are no supportive towers in the area to add to.
No speakers for or against.
Motion by Sholl seconded by White to recommend approval. The basis for the recommendation is that the requested use is in harmony with the Principal Permitted uses of the zone.
The motion carried unanimously 5-0 with two members absent.

VARI-08-2025-00115 – The Towers, LLC dba Vertical Bridge, David McGehee (agent) – Variance – to allow a 199.5' variance to the west and a 165.5' variance to the east for the construction of a 280' tall wireless communications facility (tower), zoned A-1, Saracennia Road, Helena area, PIDN 01029130.060
David McGehee was present. The tower is collapsible, therefore, the required setbacks are much larger than necessary.
No speakers for or against.

Motion by Sholl seconded by White to recommend approval. The basis for the recommendation is that the strict application of the regulations would result in peculiar and exceptional practical difficulties to or exceptional undue hardship upon the owner of the property and the variance would carry out the purpose and intent of these regulations.
The motion carried unanimously 5-0 with two members absent.

SPEC-08-2025-00111 – Casey & Jennifer Goff – Special Exception – to allow the construction and operation of a personal care home (residential living) to include 20 private rooms, with comprehensive 24-hour care provided with 12 to 15 employees, zoned A-2, Highway 63, Cumbest Bluff area, PIDN 01623430.100
Jennifer was present. The intended use is needed in the area.
Casey Goff was present. They are only developing four of the ten acres to keep it somewhat secluded.
Benny Lassiter spoke in favor of the project. They are good people and the personal care home is needed in the area.
Mark Cumbest spoke in favor. He reiterated Mr. Lassiter's comments.
Kevin Wilson spoke in opposition. His property abuts this and it has been a quiet area for over 30 years.
Motion by Brewer seconded b Sholl to recommend approval.
The basis for the recommendation is that the requested exception will be in harmony with the purpose and intent of the ordinance and will not be injurious to the neighborhood or the general welfare. The motion carried unanimously 5-0 with two members absent.

SPEC-08-2025-00112 – Emily Cumbest-Dickerson – Special Exception – to allow the placement of a firework stand, zoned A-2, Highway 63, Cumbest Bluff area, PIDN 01622090.000.
Emily Dickerson was present. It is a seasonal operation and the temporary structure will be removed after each season.
Mark Cumbest spoke in favor of the proposal.
Motion by Sholl seconded b Brewer to recommend approval.
The basis for the recommendation is that the requested exception will be in harmony with the purpose and intent of the ordinance and will not be injurious to the neighborhood or the general welfare. The motion carried unanimously 5-0 with two members absent.

VARI-08-2025-00116 – Mark S. Smedvig, Sr. – Variance – to allow a nine (9) foot side yard setback variance of the minimum ten (10) feet required for the construction of a new carport, zoned R-1A, 9209 Meadowlark Avenue, Fountainbleau area, PIDN 05406810.000.
Mark Smedvig was present. He obtained a permit and constructed the carport accordingly.
William Buchanan spoke in opposition. The structure is on his fence. Mr. Smedvig already has a three (3) car garage and doesn't need more storage.
Jeff Mattison, Fire Marshal, explained they are always opposed to side yard variance due to safety concerns. If anything is parked under the carport, it will obstruct any fire assistance to the back yard area.
Motion by Holland seconded by Sholl to recommend denial. The basis for the recommendation is that the strict application of the regulations would not result in peculiar and exceptional practical

difficulties to or exceptional undue hardship upon the owner of the property and the variance would carry out the purpose and intent of these regulations.
The motion carried unanimously 5-0 with two members absent.

Reviews:

SPEC-08-2024-00110 – Christian Karczewski – Special Exception – to allow a Conex Box to temporarily remain on property for storage of tools and equipment for improvements of property and residence, zoned R-1, Highway 613, Escatawpa area, PIDN 01723220.050.
No one was present to represent the application.
No speakers for or against.
Motion by Brewer seconded by Sholl to recommend denial of an extension.
The basis for the recommendation is that the requested exception will not be in harmony with the purpose and intent of the ordinance and will be injurious to the neighborhood or the general welfare.
The motion carried unanimously 5-0 with two members absent.

SPEC-05-2023-00071 – Ashley DeShane Dungan – Special Exception – to allow temporary placement of an RV for some weekends and vacations on vacant property, zoned A-1, Poticaw Landing Road, Vancleave area, PIDN 01739030.061
Ashley Dungan was present. He still only uses the property for vacations and some weekends.
No speakers for or against.
Motion by Sholl seconded by Brewer to recommend approval indefinitely with no further reviews. The basis for the recommendation is that the requested exception will be in harmony with the purpose and intent of the ordinance and will not be injurious to the neighborhood or the general welfare.
The motion carried unanimously 5-0 with two members absent.

SPEC-08-2024-00109 – Andrew Walker – Special Exception – to allow the construction of a 48’ x 40’ shop with plumbing and electrical on vacant property prior to building a residence, zoned A-1, North Creek Road, Hurley area, PIDN 00082120.085
Andrew Walker was present. He has built the shop and needs a little more time on the residence.
No speakers for or against.
Motion by White seconded Sholl by to recommend approval for a period of two (2) years with a review in two (2) years. The basis for the recommendation is that the requested exception will be in harmony with the purpose and intent of the ordinance and will not be injurious to the neighborhood or the general welfare.
The motion carried unanimously 5-0 with two members absent.

SPEC-02-2025-00022 – Bridgett Leger – Special Exception – to allow temporary placement of a camper on vacant property prior to mobile home placement, zoned A-1, Redgate Drive, Latimer area, PIDN 02911020.000
Bridgett Leger was present. She has purchased a mobile home, however, it will not be available until March 2026.

No speakers for or against.
Motion by Holland seconded by Sholl to recommend approval for a period of one (1) year with a review in one (1) year. The basis for the recommendation is that the requested exception will be in harmony with the purpose and intent of the ordinance and will not be injurious to the neighborhood or the general welfare.
The motion carried unanimously 5-0 with two members absent.

New Business:- None

*Zoning Violation

Motion by White to adjourn the meeting, and all present voted aye. The meeting was adjourned.

Karen Pittman 09/22/2025
Karen Pittman, Planning Commission President

ATTENDANCE REPORT FOR STUDENTS

	July	August	September	October	November	December	January	February	March	April	May
ECLE	97.77%	94.85%	94.73%	94.41%							
ECUE	98.25%	94.77%	94.55%	94.44%							
ECMS	97.94%	92.48%	93.52%	93.40%							
ECHS	95.05%	92.94%	92.73%	92.08%							
SMEE	97.97%	95.01%	95.21%	95.28%							
SMNE	97.13%	94.13%	93.02%	93.55%							
SMUE	98.80%	94.29%	94.62%	94.04%							
SMMS	97.67%	93.45%	93.53%	93.14%							
SMHS	97.13%	93.04%	92.99%	92.35%							
VLE	97.42%	95.03%	93.04%	94.19%							
VUE	98.26%	95.48%	95.47%	93.79%							
VMS	97.66%	94.60%	94.08%	94.09%							
VHS	97.81%	93.47%	94.22%	92.05%							
Overall	97.55%	93.96%	93.83%	93.46%							

ATTENDANCE REPORT FOR CERTIFIED CLASSROOM TEACHERS

	July	August	Sept	Oct	Nov	Dec	January	February	March	April	May
ECLE	99%	96%	98%	95%							
ECUE	100%	98%	97%	99%							
ECMS	99%	97%	95%	94%							
ECHS	98%	94%	90%	93%							
SMEE	99%	98%	98%	98%							
SMNE	99%	95%	96%	96%							
SMUE	99%	97%	96%	95%							
SMMS	98%	96%	97%	95%							
SMHS	97%	97%	96%	96%							
VLE	98%	97%	96%	97%							
VUE	99%	97%	96%	97%							
VMS	99%	97%	97%	96%							
VHS	99%	97%	98%	96%							
JCTC	98%	85%	97%	94%							

JCSD DRUG TESTING RESULTS

	POSITIVE RESULTS
AUGUST	2%
SEPTEMBER	2%
OCTOBER	
NOVEMBER	
DECEMBER	
JANUARY	
FEBRUARY	
MARCH	
APRIL	
MAY	