



EMPLOYEE HANDBOOK

**Superintendent of Education
Dr. Robert L. Sanders**

**HINDS COUNTY SCHOOL DISTRICT
EMPLOYEE HANDBOOK**

Revised 7/15/2024

TABLE OF CONTENTS

SECTION I: INTRODUCTION

EMPLOYEE HANDBOOK PURPOSE.....	7
MISSION/VALUES STATEMENTS	8
DISTRICT DIRECTORY.....	9
SCHOOL CONTACT INFORMATION.....	9

SECTION II: EMPLOYMENT

EQUAL EMPLOYMENT OPPORTUNITY... ..	10
AMERICANS WITH DISABILITIES ACT	10
ASTHMA & EPI PEN MEDICATION.....	10
AT WILL EMPLOYEES.....	11
BULLYING/SUICIDE	11
CELL PHONES	11
CLASSIFICATION OF EMPLOYEES	11
COMMUNITY RELATIONS & PUBLIC INFO	11
COMPLAINT & GRIEVANCES.....	12
CONFLICT OF INTEREST	12
CONFIDENTIALITY.....	12
CORPORAL PUNISHMENT... ..	12
CRIMINAL RECORDS BACKGROUND CHECK/CHILD ABUSE REGISTRY....	12
DESTROYING/DEFACING SCHOOL PROPERTY	12
DISCLAIMER OF EMPLOYMENT RECOMMENDATIONS.....	12
DISTRICT OWNED VEHICLES... ..	12

DRESS CODE...	12
DRUG-FREE WORKPLACE	13
DRUG AND TESTING POLICY...	13
ETHICS.....	13
EMAIL USAGE.....	13
EMPLOYEE/EMPLOYER SEXUAL MISCONDUCT	13
EXIT SURVEYS	13
PROFESSIONAL PERSONNEL RECORDS.....	14
PROFESSIONAL PERSONNEL RESIGNATION	14
PROFESSIONAL PERSONNEL SEPARATION	14
EMPLOYMENT TRANSFERS	14
EXTENDED SCHOOLYEAR...	14
FAMILY AND MEDICAL LEAVE ACT OF 1993...	15
GRIEVANCE PROCEDURE FOR EMPLOYEES	15
HEALTH AND WELLNESS	15
NEPOTISM.....	15
NON-SCHOOL EMPLOYMENT	15
OFF-CAMPUS STUDENT EDUC ACTIVITY	15
PERSONAL TRAVEL REIMBURSEMENT	16
USE OF PRIVATE VEHICLES.....	16
PROFESSIONAL PERSONNEL ORIENTATION	16
PROFESSIONAL PERSONNEL SUSPENSION/DISMISSAL.....	16
PROFESSIONAL PERSONNEL TUTORING FOR PAY	16
PURCHASING GUIDELINES	17
PROMOTION AND RETENTION.....	17
PUBLIC CONDUCT & VISITORS POLICY	17

RECRUITMENT AND SELECTION.....	17
SAFETY PROGRAM AND EMERGENCY DRILLS	17
SCHOOL ATTENDANCE.....	17
SCHOOL SEARCH/ WEAPONS ON CAMPUS... ..	17
SEXUAL HARRASSMENT PROCEDURES	17
SEXUAL RELATED EDUCATION	18
SEXUAL MISCONDUCT EMPLOYEE/EMPLOYER PROHIBITED.....	18
SMOKE FREE BUILDINGS... ..	18
SOCIAL NETWORKING... ..	18
STAFF PROTECTION.....	18
STUDENT BULLYING	19
STUDENT HEALTH SERVICES-MEDICINES	19
SUPERVISING ADULT CODE OF CONDUCT.....	19
SUPPLEMENTAL SERVICE POLICY... ..	19
TEACHER SALARY SCALE... ..	19
TECHNOLOGY... ..	19
TRUANCY... ..	20

SECTION III COMPENSATION

COMPULSORY DEDUCTIONS.....	20
HOURS WORKED DUTY TIME.....	20
OVERTIME PAYMENTS	20
TIMECLOCK PROCEDURES	20
WAGE SCHEDULE.....	21

SECTION IV: EMPLOYEE BENEFITS

CAFETERIA PLAN...	21
COBRA ACT...	21
MEDICAL INSURANCE...	21
RETIREMENT BENEFITS.....	22
VOLUNTARY BENEFITS	22

SECTION V: LEAVE

PAID LEAVE POLICIES.....	23
CARRY-OVER/ACCUMULATION	23
JURY DUTY	24
MILITARY LEAVE.....	24
DONATION OF LEAVE... ..	24
UNEMPLOYMENT COMPENSATION.....	24
WORKERS' COMPENSATION	24
REQUESTS FOR LEAVE	24
ACTIVE RESOURCES.....	25

SECTION VI: CIA OVERVIEW

CURRICULUM, INSTRUCTION & ASSESSMENT...	26
CIA.....	27
CURRICULUM RESPONSIBILITIES.....	28

SECTION VII: INSTRUCTION

ELL RESPONSIBILITIES.....	30
MTSS RESPONSIBILITIES.....	31
INSTRUCTIONAL SUPPORT/COACHING.....	32
PACING GUIDES	33
HCSD CAREER EXPLORATION, DEVELOPMENT, AND ACADEMIES.....	33
INDIVIDUALIZING PROF. DEVELOPMENT	35
KINDERGARTEN-8 TH GRADE I-READY IMPLEMENTATION... ..	36
9 TH -12 TH GRADE MASTERY PREP ACT IMPLEMENTATION	37

SECTION VIII: ASSESSMENT

DISTRICT ASSESSMENT INSTRUMENTS AND INTENDED USE.....	38
BENCHMARK ASSESSMENT ANALYSIS & INSTRUCT IMPLICATIONS	38
PROVIDING FEEDBACK CONCERNING STUDENT PROGRESS.....	38
HCSD MULTI-TIERED SYSTEM OF SUPPORTS	39

SECTION IX: SPECIAL EDUCATION SERVICES

CONTINUUM OF SPECIAL EDUCATION SERVICES.....	40
THINGS TO KEEP IN MIND.....	41
SPECIAL EDUCATION SERVICE DELIVERY MODEL.....	41
EXAMPLE OF SUPPLEMENTARY AIDS AND SERVICES.....	42

SECTION X: COMMUNICATION

COMMUNICATION TOOLS.....44

SECTION XI: FEDERAL PROGRAMS

TITLE PROGRAMS... ..45

SECTION XII: TECHNOLOGY

TECHNOLOGY AND SUPPORT SERVICES 46

TECHNOLOGY NEEDS CONTACT LIST... ..47

Employee Handbook Purpose

Welcome to Hinds County Schools (hereinafter referred to as “HCSD” or “the district”). We believe the contribution of your skills, knowledge, and positive attitude is essential to the continued success and growth of our school district. We consider you a valuable employee, we believe in your abilities, and are glad you have chosen to be a part of our team.

This handbook was developed to provide information you will need to get started on your new job. It outlines the District’s expectations, policies, and programs, serving as a resource throughout your employment. You should not interpret this handbook or any other documents (such as benefits statements, performance evaluations, or any other written or verbal communications) as an employment agreement or a contract of employment (either expressed or implied). Hinds County School Board policies supersedes all documented material published or unpublished.

This handbook is not intended to be all-inclusive, nor does it address every situation. Therefore, you are encouraged to address questions with your direct supervisor. The policies and other information contained in this handbook are subject to change at any time due to the school district needs. While the District will normally provide employees with advance notice of any change, the District reserves the absolute right to alter these policies at any time, and from time to time without advance notice. Hinds County School District ‘s policies can be found on our website at www.hinds.k12.ms.us under the headings of “Administration” and “School Board”.

Questions regarding the content of this handbook can be addressed to your immediate supervisor or the District Central Office.

Welcome to our Family!

Human Resources Coordinator
Mrs. Sherliterce Mullen

THE HINDS COUNTY SCHOOL SYSTEM DOES NOT DISCRIMINATE ON THE BASIC OF RACE, COLOR, NATIONAL ORIGIN, GENETIC INFORMATION, GENDER OR DISABILITY.

OUR MISSION STATEMENT

Providing an Engaging and Empowering environment that Ensures Excellence.

OUR VISION

Hinds County School District is a collaborative environment where we explore the world, experience authentic learning, enhance our character, envision our dreams, pursue excellence and celebrate success.

GOALS

- *All Students are Proficient and Show Growth in ALL Assessed Areas*
- *Every Student Graduates from High School and is Ready for College and Career*
- *To provide a Safe and Secure Environments*
- *HCSD Actively Recruits, Retains, and Develops Highly Competent, Caring and Student-Focused Staff (teachers, administrators, and support staff)*
- *Parents and Community Members will have a Positive Perception of the School District*
- *Maintain a sound financial fund balance*

HINDS COUNTY SCHOOL DISTRICT BOARD OF EDUCATION

Dr. Linda Laws -Board President-District 3

Mary Killingsworth- District 1

Robbie Anderson- District 2

Kayla Banger- District 4

Carolyn Samuel- District 5

DISTRICT ADMINISTRATIVE DIRECTORY INFORMATION

Name:	Position:	Email:	Phone No:
Dr. Robert Sanders	Superintendent	drsanders@hinds.k12.ms.us	601-857-5222
Mrs. Chasedy Gilford	Executive Director- CIA	cbergold@hinds.k12.ms.us	601-857-5223
Dr. Antionette Woodall	Executive Director- Student Services	awoodall@hinds.k12.ms.us	601-857-7008
Mr. Avery Johnson	Chief Financial Officer –Executive Director of Business Services	avjohnson@hinds.k12.ms.us	601-857-5222
Tonie Crisler	Innovative Project Community Specialist	tcrisler@hinds.k12.ms.us	601-857-5222
Rodriguez Mack	Executive Director of Maintenance	romack@hinds.k12.ms.us	601-857-7067
Dr. Cynthia Wallace	Director of Technology	cwallace@hinds.k12.ms.us	601-857-7020
Dr. Cindy Thames	Director of Exceptional Service	cthames@hinds.k12.ms.us	601-857-7077
Sherlitterce Mullen	Human Resources Coordinator	smullen@hinds.k12.ms.us	601-857-7074
Linda Little	Child Nutrition Coordinator	llittle@hinds.k12.ms.us	601-857-7030
Kimberly Petermann	District Data Coordinator	kpetermann@hinds.k12.ms.us	601-857-5222
Pamela Samuel	Payroll Coordinator	psamuel@hinds.k12.ms.us	601-857-7075
Tiffany Lanier	Federal Programs Director	tlanier@hinds.k12.ms.us	601-857-5222
Talmadge Smith	Student Behavior Health Coordinator	talsmith@hinds.k12.ms.us	601-857-5222
Kristina C. Bailey	Curriculum- EL Coordinator	kcbaily@hinds.k12.ms.us	601-857-5222
Gail Hicks	Employee Benefits Specialist	ghicks@hinds.k12.ms.us	601-857-7042

SCHOOL CONTACT INFORMATION

School:	Principal:	Address:	Phone:	Fax:
Bolton Edwards (Pre K-8)	Mrs. Lashurn Williams	9700 I-20 Bolton, MS 39041	601-866-2522	601-866-2164 Elem 601-866-2524 Mid
Byram Middle (6-8)	Dr. Arthur Jones	2009 Byram Bulldog Blvd Byram, MS 39170	601-372-4597	601-346-2383
Main Street Restart Center/Life Skills Academy (6-12)	Ms. Daffonie Moore	560 Port Gibson St Raymond, MS 39154	601-857-5006	601-857-4936
Gary Rd. Elementary (Pre K-2)	Ms. Markeeta Carson	7241 Gary Rd. Byram, MS 39272	601-373-1319	601-346-4165
Gary Rd. Intermediate (3-5)	Mrs. Ashley White	7255 Gary Rd. Byram, MS 39272	601-372-8150	601-372-5028
Raymond Elementary/Carver Middle School (Pre K-8)	Ms. Roshonda Clark	417 Palestine Rd. Raymond, MS 39154	601-857-0213	601-857-4156
Raymond High (9-12)	Mr. Charles Willis	14050 Hwy 18 West Raymond, MS 39154	601-857-8016	601-857-2007
Terry High (9-12)	Mr. Matthew Scott	235 W. Beasley Rd. Terry, MS. 39170	601-878-5905	601-878-2782
Utica Elem./Middle (K-8)	Mr. Jimmy Tullos	260 Hwy 18 & 27 Utica, MS 39175	601-885-8765	601-885-2083 Elem 601-885-2059 Mid
Career Center	Mrs. Meagan Arender- Keys	14020 Hwy 18 West Raymond, MS. 39154	601-857-3678	

All District Policies can be found on HCSD website www.hinds.k12.ms.us under the headings of “Administration” and “School Board”.

SECTION II: EMPLOYMENT

EQUAL EMPLOYMENT OPPORTUNITY

No person shall be denied employment, re-employment, or advancement on the basis of gender, marital status, race, color, creed, national origin, socioeconomic status, religion, genetic information or disability in accordance with federal and state laws and state accreditation standards. Board policies follow state and federal laws and related regulations and procedures for employment, retention and dismissal of all personnel.

All applications for employment shall be given equal consideration and positions shall be awarded on the basis of needs of the district, qualifications of the applicants and recommendations of those applications at the time a vacancy occurs. Age shall be considered only with respect to the minimums or maximums as set by law. The district will not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities to the extent provided by law.

Employees who wish to file complaints of discrimination related to marital status, race, color, creed, national origin, socioeconomic status, genetic information or religion should refer to the District's Complaint Procedures contained in this employee handbook.

AMERICANS WITH DISABILITIES ACT -Board Policy IDDH

The ADA prohibits discrimination against “qualified individuals with disabilities”. A qualified individual with a disability is one who can perform the essential functions of the job with or without reasonable accommodation. The HCSD will reasonably accommodate qualified applicants and employees with disabilities unless making accommodations places an undue hardship on the district. Employees requiring accommodation should communicate with their immediate supervisor in an attempt to resolve issues relating to disabilities.

ASTHMA & EPI PEN MEDICATION– Board Policy JGCDA (July 2004)

The Hinds County School District requires that each child with asthma must have a current Asthma Plan (AAP) on file at the child's school, for use by the school nurse, teachers, and staff. Parents and guardians of the child with asthma are to have the child's AAP developed and signed by the child's health care provider.

The AAP should include the following:

- child's asthma severity classification
- current asthma medication and
- emergency contact information

The AAP must be updated annually. Students are permitted to self-administer asthma/Epi Pen medications with written consent from the parent and a statement from the health care provider outlining the proper process to administer the medication.

AT WILL EMPLOYEES – (Board Policy GC, GCD, EXHIBT GCD-F)

At Will Employees are required to follow their At-Will Agreement at all times

BULLYING/SUICIDE – (Board Policy JDDA)

You have a duty to report ALL bullying to your Administrator this is whether you witness it or if it is reported to you.

CELL PHONES

Personal cell phones **must remain off or silenced** during instructional time, staff meetings, parent conferences, or staff development sessions. Staff members are to restrict personal calls to times when they are not responsible for students.

CLASSIFICATIONS OF EMPLOYEES- (Board Policy GC & GCD)

Employees are classified as either certified/licensed or non-certified/support staff.

Certified/license staff members are employees whose duties require a certificate/license issued by the Office of Licensure, Mississippi Department of Education. Pursuant to state law, licensed employees do not acquire tenure.

Non-certified/support staff members are employees whose duties do not require a certificate/license issued by the Mississippi Department of Education.

Full-Time Employees are individuals who are scheduled to work 40 hours per week on a regular basis. In order for a full-time employee to be eligible for insurance benefits, he/she must work a minimum of 20 hours per week.

Part-Time Employees are individuals who are scheduled to work less than 20 hours per week on a regular basis. Part-time employees are not eligible for PERS or insurance benefits.

Exempt Employees are individuals who are not required to be paid overtime beyond the prescribed 40-hour workweek in accordance with the U. S. Department of Labor's Wage and Hour Division regulations. Exempt employees are also considered to be "salaried" employees and receive standard pay regardless of hours worked within a workday or workweek.

Non-Exempt Employees are individuals who are eligible for overtime pay beyond the prescribed 40-hour work week as regulated by the Wage and Hour Division of the U.S. Department of Labor. In addition, the District's School Resources Officers (Security) may receive overtime consideration in the form of compensatory time.

COMMUNITY RELATIONS & PUBLIC INFORMATION- (Board Policy KB)

It shall be the policy of the Board of Education of the HCSD that media access to school campuses shall be by permission granted by the superintendent or his/her designee on all occasions. Without such authority having been granted, all representatives of the media will be denied access to the campuses, buildings, staff, or students at the schools; and principals are hereby instructed to deny such access.

All requests should be directed to the office of the superintendent whose responsibility it shall be to issue in writing permission for all access.

COMPLAINTS & GRIEVANCES – Board Policy JCE, GAE-P

Complaints shall be resolved through orderly processes and at the lowest possible level. In the event that a resolution is not obtained at the school level, further appeal may be made following Board Policy GAE-P which is posted on the district's web site at <http://www.hinds.k12.ms.us>.

School Level Complaints / Filed at the building level with the administrator.

District Level Complaints / Filed with the Office of Community Relations.

CONFLICT OF INTEREST

Employees of the Hinds County School District shall not have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with duties and responsibilities of employment within the District.

CONFIDENTIALITY

It is imperative that all matters related to the HCSD, its students, parents and employees be kept confidential by all employees. Therefore, each employee is to sign a statement of confidentiality annually.

CORPORAL PUNISHMENT – (Board Policy JDB)

Corporal Punishment is prohibited in the Hinds County School District.

CRIMINAL RECORDS BACKGROUND CHECK / CHILD ABUSE REGISTRY CHECK

Senate Bill 2658 / §37-9-17 provides for an implementation date of July 1, 2000, and mandates the following actions:

All new hire licensed and non-licensed employees after July 1, 2000, must have a state Child Abuse Registry check and must be fingerprinted.

DESTROYING/DEFACING SCHOOL PROPERTY

Willful damage or destruction of school property shall not be tolerated. Violations of this policy will subject a violator to disciplinary action up to and including employment termination.

DISCLAIMER OF EMPLOYMENT RECOMMENDATIONS (Board Policy GARA)

Employee recommendations are not made without prior approval from Superintendent.

DISTRICT-OWNED VEHICLES – (Board Policy GACK)

All vehicles owned by the Hinds County School District are to be used only for school business, at the board's discretion.

DRESS CODE (See Appendix)

All District employees and substitutes are expected to dress in a manner that is professionally appropriate for the duties assigned during the 180 student days. Attire should be clean, tasteful, and in good repair.

Staff members should regard it their professional responsibility to dress in a manner that sets a good example for students and that conveys a positive professional image. **Athletic shoes may be worn, unless a job requires specific shoes for safety purposes (i.e., steel toed shoes).**

The following items will not be acceptable:

- Hats are not appropriate except on custodians.
- Flashy athletic shoes, cheap flip-flops or slippers are not acceptable. Suggested shoes are those that will help avoid injury.
- Certain days can be declared dress down days at the principal's discretion. (Blue Jeans)
- Clothing that has the school or district logo is encouraged.

The Maintenance, Child Nutrition and Transportation Departments will have their own dress standards. Current school identification badges must be worn by all employees while at work or on school-related duties.

DRUG-FREE WORKPLACE POLICY- (Board Policy GBRL)

Any employee suspected of being under the influence of drugs or alcohol will be required to submit the results of a drug test that must occur within four hours of the request.

DRUG AND TESTING POLICY- (Board Policy GBRM-2)

Suspicion may lead to testing within 4 hours for drugs and alcohol.

ETHICS POLICY (SEE Appendix for the Code of Ethics/Standards of Conduct)

- Professional Conduct
- Trustworthiness
- Unlawful Acts
- Educator Collegial Relationships
- Alcohol, Drug and Tobacco Use
- Public Funds and Property
- Remunerative Conduct
- Maintenance of Confidentiality
- Breach of Contract

EMAIL USAGE

The email systems are HCSD property, and the District Administration reserves the right to monitor and access any email messages.

EMPLOYEE/EMPLOYER SEXUAL MISCONDUCT – (Board Policy GBRAA)

Employees may not engage in consensual romantic relationships when one party to the relationship is in a supervisory capacity over the other.

EXIT SURVEYS

Upon approval of a resignation by the Hinds County School Board, a letter is mailed to the employee requesting the employee to complete an electronic exit survey on the district website.

PROFESSIONAL PERSONNEL RECORDS - (Board Policy GAR)

A file of personnel records shall be maintained in the superintendent's office for each employee of this school district.

PROFESSIONAL PERSONNEL RESIGNATIONS – (Board Policy GBO)

Any superintendent, principal, or licensed employee in the Hinds County School District who is under contract to teach or perform other duties and who desires to be released from such contract shall make application in writing to the school board for release therefrom, in which application the reasons for such release shall be clearly stated. The board of the Hinds County School District authorizes the superintendent to accept such resignations. If the board or superintendent acts favorably upon such application for release, such superintendent, principal, or licensed employee shall be released from his/her contract and said contract shall be null and void on the date specified in this school board's order. §37-9-55

If any superintendent, principal, or licensed employee in the Hinds County School District shall arbitrarily or willfully breach his/her contract and abandon his/her employment without being released therefrom as provided in Section 37-9-55, the contract of such superintendent, principal, or licensed employee shall be null and void. In addition, thereto, the license or certificate of such superintendent, principal, or licensed employee may be suspended by the State Board of Education for a period of one (1) school year as provided in Section 37-3-2 upon written recommendation of the majority of the members of the Hinds County School Board. §37-9-57

Except in extenuating circumstances, the school board will not release licensed employees from contracts unless suitable qualified replacement applicants are available.

PROFESSIONAL PERSONNEL SEPARATION – (Board Policy GBN)

It is recognized by the Hinds County School District that it is necessary, from time to time, to release from future employment certificated personnel where their performance fails to meet the standards established by the State Department of Education and/or this board or where their services are no longer needed.

In the event that a determination is made by this school district not to offer an employee a renewal contract for a successive year, written notice of non-renewal shall be given a principal on or before March 1 and written notice shall be given other professional educators on or before April 15th or within ten (10) calendar days after the date that the Governor approves the appropriation bill(s) comprising the state's education budget for funding K-12, whichever date is later.

EMPLOYMENT TRANSFERS

HCSD will provide lists of open positions for current employees who wish to transfer. These openings will be posted on the district website. Any current employee who wishes to request a transfer must send a letter of interest for the specific position in which he/she would like to transfer and must include a resume and, if applicable, a copy of a current teaching certificate. This information may be sent confidentially by regular mail or email to the HR Department.

Both Principals/Manger and Superintendent must approve the transfer. Once an employee has been approved for a transfer to a position, he/she may not request another transfer in that same school year, unless a different position becomes available.

EXTENDED SCHOOL YEAR- (Board Policy IDCA)

Summer School Policies and procedures are set by the Superintendent.

FAMILY AND MEDICAL LEAVE ACT OF 1993 (See Board Policy for more details)

The Family and Medical Leave Act of 1993 requires employers to provide up to 12 weeks unpaid, job-protected leave. Employees must have worked at least one year and for 1,250 hours for the previous 12 months and meet the required family and medical reasons. These reasons include birth, adoption, or foster care placement of a child; the care of an employee's spouse, son or daughter, or parent who has a serious health condition; or the employee's own serious health condition.

GRIEVANCE PROCEDURE FOR EMPLOYEES – Board Policy GAE-P

DEFINITIONS

A “grievance” is a complaint by an individual based upon an alleged violation of his/her rights under state or federal law or board policy related to the personnel appraisal process for that individual.

Level One: Must be presented orally to the principal of the grievant within five (5) days of the act or omission complained of, and the principal and grievant will attempt to resolve the matter informally.

Level Two: Upon receipt of the complaint the superintendent shall notify the grievant in writing within five (5) days and shall advise the grievant of the date, time, and place upon which the matter will be considered by the superintendent. The superintendent shall schedule a hearing on the matter no later than ten (10) days from the date of receipt of the grievant's written notice of intention to appeal the written decision of his/her principal. Failure to attend shall be deemed as an acceptance of the written decision rendered by his principal at Level One.

Level Three: If the grievance is not resolved to the satisfaction of the grievant at Level Two, or if the superintendent does not render a decision within five (5) days, the grievant may file the grievance with the secretary of the school board. If the grievance is not filed with the secretary of the school board within five (5) days of the hearing at Level Two, the grievance shall be considered resolved. Board renders a decision in 7 days.

HEALTH AND WELLNESS – (Board Policy JG)

The health and well-being of students and employees is important and certain requirements must be met at BOTH the building and classroom levels.

NEPOTISM

No immediate family members will be assigned to the same school campus resulting in one family member supervising and/or recommending another family member, unless determined otherwise by the School Board.

NON-SCHOOL EMPLOYMENT – (Board Policy GBRG) See Appendix for Form

Employees are required to report outside employment which cannot conflict with school responsibilities or ethics.

OFF-CAMPUS STUDENT EDUCATIONAL ACTIVITY/PARENTAL CONSENT AND RELEASE FORM – (Board Policy JGFB) See Appendix for Form

Off campus trips require 2 weeks prior approval of Superintendent and ALL out of state trips must be board approved.

PERSONAL TRAVEL REIMBURSEMENT – (Board Policy DJD)

Hinds County School District administrative personnel and others who have first been authorized by the superintendent to travel in the performance of their duties shall be advanced or reimbursed their expenses by the school district for such travel as indicated below:

1. for each mile actually and necessarily traveled in the employee's automobile or other private motor vehicle (see drafting note 1 below) cents per mile. Employees are expected by the board to carpool where two (2) or more employees are traveling to the same destination. In such an event only one (1) travel expense allowance at the authorized rate per mile shall be allowed for anyone (1) trip.
2. when such travel is done by means of a public carrier or other means not involving a private motor vehicle, the employee shall receive as travel expense the actual fare or other expenses incurred in such travel.
3. employees shall be reimbursed for other actual expenses such as meals, lodging and other necessary expenses incurred in the course of such travel, subject to limitations placed on meals for intrastate and interstate official travel by the State Department of Finance and Administration and rules and regulations adopted by the State Department of Audit.

USE OF PRIVATE VEHICLES FOR SCHOOL PURPOSES - (Board Policy EDAE)

The Hinds County School District discourages the use of privately owned vehicles for transporting students on behalf of the school.

- Transportation of students in private vehicles for field trips is prohibited.
- This includes but is not limited to your vehicle, the student's vehicle, or a parent's vehicle.

PROFESSIONAL PERSONNEL ORIENTATION

A program for the orientation of provisional and other teachers new to the district shall be developed and implemented by the central administration and the individual schools. The program shall assist new teachers in becoming acquainted with the community and school district and the school, including the policies of the board, rules and regulations, and the instructional program.

PROFESSIONAL PERSONNEL SUSPENSION / DISMISSAL – (Board policy GBK)

The policy outlines reasons and procedures which could result in suspension of a licensed employee.

PROFESSIONAL PERSONNEL TUTORING FOR PAY – (Board Policy GBRGB)

To assure all students in the Hinds County School District reasonable assistance without charge from their own teachers and to avoid placing a teacher in a position where he/she may have a conflict of interest, teachers shall receive no money for tutoring any student they have in class or whose evaluation or assignment they will be called upon to make.

PURCHASING GUIDELINES - (Board Policy DJE/DJE-E)

No purchase shall be made without prior approval of the Business Manager. To ensure compliance with state law, purchases of equipment and supplies will be made through central office purchasing.

Any employee who shall incur a violation by not following the guidelines shall be responsible for all repercussions, including payment to vendors.

PROMOTION AND RETENTION POLICY: (Board Policy IHE)

Promotion and retention shall be based upon the mastery of objectives.

PUBLIC CONDUCT POLICY & VISITORS TO THE SCHOOLS – (Board Policy EBA & KM)

Visitors to school district facilities are required to act in control. In addition, all visitors must report to the office for proper ID.

RECRUITMENT AND SELECTION - (Board Policy GBC)

This school district is an equal opportunity employer. This school district shall employ licensed staff on a professional basis without regard to age, race, color, gender, or national origin. Every schoolteacher employed in this school system must possess a valid license and shall execute a written contract with the local Board of Education.

SAFETY PROGRAM/EMERGENCY DRILLS – (Board Policy EBB/EBBC)

Every facet of the school program involves the safety of students and employees. All schools and facilities must follow and practice emergency procedures.

- All schools have a safety plan on file.
- It is your duty to know the specifics of your responsibilities during Emergency Drills, Emergency Management and Disaster situations

SCHOOL ATTENDANCE - (Policy Code: JBD)

It is critical to use every hour of instructional time available to us and also to model the importance of school attendance. Therefore, no principal or teacher is to suggest that students leave school early for any reason other than illness or behavior.

SCHOOL SEARCH – (Board Policy JCDA)

Administrators are the only employees that are allowed to conduct a school search.

WEAPONS ON CAMPUS- (Board Policy JCDAE)

Unauthorized possession, display or use of firearms, knives, explosives or any other weapons on school property, including school buildings, grounds, school buses and any school related event is prohibited.

SEXUAL HARRASSMENT PROCEDURES FOR EMPLOYEES, APPLICANT FOR EMPLOYMENT STUDENT – (Board Policy GACN-P)

The Board of Education of the Hinds County School Board forbids discrimination against any employee, applicant for employment, or student on the basis of sex. The board will not tolerate sexual harassment activity by any of its employees or students. This policy similarly applies to nonemployee volunteers or any other persons who work subject to the control of school authorities.

Definitions

Conduct of a Sexual Nature: Conduct of a sexual nature may include but is not limited to: verbal or physical sexual advances; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented "kidding," teasing," and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.

Unwelcome Conduct of a Sexual Nature

- a. Verbal or physical conduct of a sexual nature that it is unwelcome.
- b. A person who has initially welcomed such behavior but gives notice to the alleged harasser that such conduct is no longer welcome.

Within 5 days from the time a complaint becomes known, the complainant must complete and submit to the Title IX Coordinator a written "Title IX Report" form.

The HCSD does not discriminate on the basis of race, color, creed, sex, religion, or national origin.

SEX RELATED EDUCATION – (Board Policy ICG)

Hinds County School District complies with Federal guidelines as well as MS House Bill 1304

SEXUAL MISCONDUCT EMPLOYEE/EMPLOYER PROHIBITED – (Board Policy GACN-1)

Employees may not engage in consensual romantic relationships when one party to the relationship is in a supervisory capacity over the other.

SMOKE-FREE BUILDINGS – (Board Policy EBAB)

No Smoking on any school campus or facility; and tobacco products are prohibited on any school campus or facility.

- All Campuses are Tobacco Free
- Smoking and other uses of tobacco are prohibited.
 - First offenders are fined \$50.00
 - Second offenders are fined \$75.00
 - Third offenders are fined \$150.00
 - Repeat offenders may face termination

SOCIAL NETWORKING – (See Appendix MDE Code of Ethics & Standards of Conduct)

All employees, faculty, and staff who participate in social networking websites shall not post any data, documents, photos, or inappropriate information on any website that might result in a disruption of classroom activity. This includes, but is not limited to the following:

- Posting negative comments or photos about the school district, employees, students, or parents. This includes school sponsored events, clubs, and organizations.
- Posting students' grades (with or without names).
- Posting content that may violate the Mississippi Educator Code of Ethics and Standards of Conduct.

STAFF PROTECTION - (Board Policy GAEA)

Threats, illegal force, and intimidation of personnel is unlawful.

STUDENT BULLYING – (Board Policy JDDA)

Hinds County School District has a bully free environment and employees must do everything possible to ensure a bully free environment.

STUDENT HEALTH SERVICES -- MEDICINES – (Board Policy JGCD, JGCD-F1, JFCD-F3)

All medications should be registered and kept in the front office with the exception of asthma medications and some allergic medications.

SUPERVISING ADULT CODE OF CONDUCT-(See Appendix for Full Policy)

- Always professional
- Use of profane language is inappropriate
- Provide safe environment
- Private meetings outside of school are inappropriate

SUPPLEMENTAL SERVICES POLICY – (Board Policy GBRCA)

The Hinds County School Board hereby codifies and adopts this policy governing additional supplemental sports/activity duties, responsibilities, and salaries.

All coaches, activity sponsors, and others who have sports/activity responsibilities shall be assigned duties by the school principal with the approval of the superintendent. All such persons shall be employed by the board on an at-will basis with respect to such sports/activity duties. These employees shall follow district guidelines as set forth in the Hinds County School District Athletic Handbook.

TEACHER SALARY SCALE (Board policy GBA-E)

All teachers employed on a full-time basis shall be paid a minimum salary in accordance with the teacher salary schedule established by law in the Mississippi Code of 1972, including but not limited to Section 37-19-7, 37-151-87, 37-151-89. No teacher shall be paid less than the state minimum salary.

The teacher salary schedule is viewable at:

<http://www.mde.k12.ms.us/school-financial-services/school-financial-services-teacher-salary-schedule>

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

USE OF TECHNOLOGY – (Board Policy JTA)

Internet usage, computers, and technology must always support educational objectives of district.

Technology Related Purchases

All technology related purchases must be approved and quoted from a Technology Department Director. This includes any software (web-based and computer-based) and hardware (computers, interactive boards, network equipment/connections, etc.). Purchases will be monitored to ensure compliance.

Technology Work Orders

All requests for technology assistance must be submitted via TA Track Work Order System (located on the website). Tickets will be assigned to the appropriate technician and prioritized by the Help Desk Staff.

TRUANCY – (Board Policy JBAC)

All employees monitor and report student absences to prevent high dropout rates.

All District Policies can be found on HCSD website www.hinds.k12.ms.us under the headings of “Administration” and “School Board”.

SECTION III: COMPENSATION

COMPULSORY DEDUCTIONS:

Any time your number of exemptions changes, it is necessary that you complete a new tax form and send it to the District Payroll Office at least 10 days before payroll issue day.

For Changes:

- W-4 Form – Federal Tax
- Withholding Tax-State

Mandatory Deductions:

- Social Security
- Federal and State Taxes
- State Retirement (PERS)

HOURS WORKED-DUTY TIMES

Each employee subject to FLSA shall be paid in accordance with all hours worked for the district. Compensable time includes all time that an employee is required to be on duty and working.

MINIMUM WAGE

All employees subject to the FLSA shall be paid not less than the current minimum wage as issued through the U.S. Department of Labor.

OVERTIME PAYMENTS-REGULAR RATE OF PAY

All overtime pay will be based upon established procedures of the Wage and Hour Division of the U.S. Department of Labor.

TIMECLOCK PROCEDURES

Hourly Paid Employee Guidelines for Active Resources

The workweek for Hinds County School District begins on Monday Morning at 12:00 a.m. and ends Sunday at midnight. Each employee subject to the Fair Labor Standards Act shall be paid for all hours worked. Compensable time includes all time that an employee is required to be on duty. **Each employee is required to take a 30-minute uninterrupted meal period. Exceptions to taking the 30-minute meal period may be allowed if requested by the Supervisor.**

Employees are expected to work all scheduled hours each week. Employees are to arrive and depart at the times specified by their supervisor.

If time worked does not equal scheduled hours for the week, the employee could apply either sick or personal leave, if applicable. Employees may not make up for any lost time by working late or starting work early unless approved beforehand by their supervisor.

PROCEDURE FOR EMPLOYEES TO ENTERING LEAVE & MISSING PUNCHES:

See Appendix for details and form.

WAGE PAYMENT SCHEDULE: (Board Policy DJCA)

All employees shall be paid through a single monthly payroll with electronic settlement of payroll checks secured through direct deposit of net pay. In December, salaries and wages shall be paid on the last workday of the month.

Any school employee whose employment ends during a school term, regardless of the reason(s) the employment end, shall be paid salary or wages only for that portion of the school term that the employee actually worked.

In the event an employee is overpaid, the employee will be obligated to repay the district. The payroll manager will work with employees to set up a payment plan for repayment of an overage.

All District Policies can be found on HCSD website www.hinds.k12.ms.us under the headings of “Administration” and “School Board”.

SECTION IV: EMPLOYEE BENEFITS

CAFETERIA PLAN

The HCSD participates in a Section 125 plan, which is regulated by the Internal Revenue Service and is commonly known as a “cafeteria plan”. Participation is optional but enables employees to reduce income tax liability when paying for covered expenses under IRS regulations.

COBRA (CONSOLIDATED OMNIBUS RECONCILIATION ACT)

Upon certain qualifying events that are defined by federal law, employees and/or their spouses and dependent children may continue coverage in the group health insurance plan. Employees who face discontinuation of their group health insurance should contact the Human Resources Department for information concerning eligibility and requirements for coverage.

MEDICAL INSURANCE

The HCSD participates in the State of Mississippi health insurance plan for school employees. Information regarding the options available to District employees may be obtained through our Benefits Department in our Central Administrative Office.

New employees’ coverage becomes effective on 1st day of employment, provided you complete and submit to District Office an enrollment form which must be received by BCBS (State Health Plan) within 31 days

of your hire date. If you waive coverage of insurance within 31 days of your hire date, you may apply again, only during open enrollment, (Oct. 1 – 31), for January 1st (effective date).

(NOTE: Employees must work at least 20 hours per week or 80 hours per month to be eligible for health insurance.)

RETIREMENT BENEFITS (Public Employees' Retirement System)

All full-time employees must participate in the state retirement system (PERS) requiring a mandatory salary deduction of 9%.

For additional information regarding benefits, vesting requirements, forms, and related details, log on to the PERS Web Site: <http://www.pers.state.ms.us>

Employees considering retiring from employment with the Hinds County School District should contact the Public Employees' Retirement System (PERS) for a retirement application and benefit information and immediately notify the District's Human Resources Department of retirement intentions.

PERS recommends consulting with a PERS benefit analyst (see contact information below) well in advance of applying for benefits and recommends beginning the application process at least 90 days prior to receiving benefits.

Connect with the PERS Web site for an online copy of the PERS' "Retiree Handbook":

http://www.pers.state.ms.us/pdf/memberservices/handbooks/Retiree_Handbook.pdf

The Offices of the State Retirement System are located at:
429 Mississippi Street
Jackson, MS 39201-1005

1-800-444-7377 or 601-359-3589

VOLUNTARY BENEFITS

Additional voluntary (employee paid) benefits available through payroll deduction and endorsed by the District include supplemental life, cancer, dental, disability, vision, accident, and medical GAP insurance programs. Information on these programs is available through the District's Human Resources Department.

403(b) PLAN

Eligible employees of the HCSD may participate in 403(b) plans offered through the District. Participation is optional and allows for tax deferral on savings in accordance with established IRS guidelines.

All District Policies can be found on HCSD website www.hinds.k12.ms.us under the headings of “Administration” and “School Board”.

SECTION V: LEAVE

ALL EMPLOYEES

Absences for Three or More Consecutive Days

Employees absent from duty for three (3) or more consecutive days may be required to furnish a statement of cause to the district office upon return to duty.

PAID LEAVE POLICIES

All staff shall be allowed the following minimum number of sick/personal/professional leave days applied each fiscal year (July 1-June 30) to their record leave based on the number of days worked:

Number of Days Work:	Sick Days Receive:	Personal Days Receive:
187-219	7	2
220-237	8	2
238	9	12

1. Sick/Personal/Professional Leave

Sick Leave Defined

Sick leave shall be defined as personal illness of the employee, the employee’s spouse or children, the parent(s) of the employee, or the parent(s) of the employee’s spouse. Further, sick leave may be used in the event of death in the immediate family to include the above-stated family members or other family members of the employee.

2. Personal Leave

Personal leave shall be defined as personal business or activities that require the employee to be away from duty when the business cannot be attended to during off-duty hours. Any request for personal leave must be approved by the Principal (on school campuses) or by the immediate Supervisor in other locations.

Personal leave shall not be approved on the first or last day of school, during times of record-keeping (teacher workdays), during staff development days, on the day prior to a school holiday or the day after a school holiday while school is in session.

3. Professional Leave

Professional leave shall be defined as leave from duty to attend professional educational meetings, seminars, conferences, etc.

CARRY-OVER ACCUMULATION FEATURE

Any unused portion of the allotted days in a given contract year shall be carried over to the next contract year, with maximum number of sick days accumulated being unlimited. Any unused personal days over 5 will be transferred to sick. The Public Employees’ Retirement System allows accumulated sick leave to be applied toward retirement.

Extended Leave (Certified Staff)

Once the employee has exhausted available sick leave, deduction in the amount of \$125.00 per day shall be made from the employee's pay for the next ten (10) days, regardless of the number of days the employee is contracted to serve during that contract year.

Days used in excess of the amounts set forth above shall result in a deduction at the employee's daily rate of pay.

JURY DUTY

School districts may not recover from a school district employee the allotted pay for jury duty to help defray the cost of substitute pay. Therefore, employees summoned and serving on juries will not be required to reimburse the district any pay for that service and will not have a personal or sick leave day deducted from their total accrued leave.

MILITARY LEAVE – (Board Policy GBRID)

Mississippi law on the subject of employees called to military service is covered in Mississippi Code 1972, § 33-1-21

The law provides that state employees and employees of "any county, municipality or other political subdivision" are entitled to a leave of absence from their respective duties for periods not to exceed 15 days without loss of pay, time, annual leave, or efficiency rating when ordered to military duty. Districts do not have to pay such employees after the 15-day absence, but all other benefits are to remain intact until the employee "is relieved from duty."

DONATION OF LEAVE TIME

In compliance with MS Code §37-7-307(10) 1972(amended 7/1/12), any employee of the Hinds County School District may donate a portion of his/her unused accumulated personal leave or sick leave to another employee of the school district who is suffering from a **catastrophic** injury or illness, as defined by state law. Maternity leave is excluded from leave time donations unless there are medical complications involved with pregnancy or delivery.

The form for donating leave may be obtained from the District's Human Resources Department.

UNEMPLOYMENT COMPENSATION

Employees are not eligible for unemployment benefits in the summer months between school terms if there is reasonable assurance of employment for the same or similar work for the following school term.

WORKERS' COMPENSATION

It is the goal of the HCSD to provide a safe working environment for all staff. Employees should comply with all occupational safety, health policies and standards. However, should an accident resulting in an on-the-job injury occur, the first report of injury must be report to your building level administrator and complete an accident report immediately.

REQUESTS FOR LEAVE

You will need to follow your school's Leave Request Policy and contact your Administrator as soon as possible. Immediately, upon your return All requests for leave should also be initiated through Active Resources for payroll.

ACTIVE RESOURCES

- Information
- Leave Request/Balances
- Direct Deposits
- W2
- If you Clock in Using Active Time, you will have an additional choice to view time clocked

To access:

- From the District page www.hinds.k12.ms.us
- Click the icon Menu
- Under the Staff tab Click Active Resources
- Sign up for an account

(Fill in the information requested)

Once completed – you should see a message that says “account created successfully”

Now enter credentials under:

Username: _____

Password: _____

[Click log in](#)

SECTION VI: CIA Overview

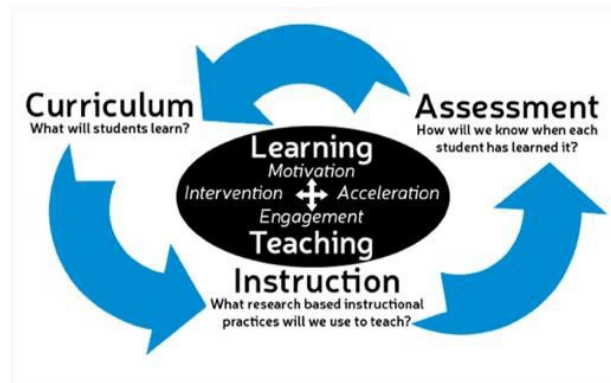
SECTION VI: CIA Overview

Curriculum, Instruction, and Assessment work together to reach the same goals – student achievement and growth. Curriculum, Instruction and Assessment are interactive. Any of the three can and should inform the other two.

When working with CIA, the following processes are used:

- 1st - Start with the curriculum.
- 2nd - Lay out goals for instruction.
- 3rd – Instruct to achieve those goals.
- 4th – Assess how successful we have been in achieving the curriculum's goals.

- **Curriculum:** The written set of educational outcomes and associated content that students are to learn. This will include the knowledge, skills, and abilities we expect students to acquire or master after a period of appropriate instruction. Curriculum may include prescribed activities and procedures designed to bring about mastery of that content.
- **Instruction:** What happens at the classroom level (and at home and in the community)? This includes all the activities of teachers, students, aides, parents, and others involved in transmitting to students a set of knowledge, skills, and abilities. For formal evaluation purposes, however, only those activities under the control of educational authorities will be considered.
- **Assessment:** The formal process of gathering, analyzing, and reporting standardized information about the acquisition of knowledge, skills, and abilities for a group of students. For this paper's purposes, we will focus on summative assessment (i.e., formal assessment at the end of a prescribed period of instruction, such as a semester or school year).



Curriculum Instruction, Assessment Organization				
Executive Director				
Chasedy Gilford				
Curriculum Coordinators				
Brianna Knighten, Curriculum Coordinator Cartessa Smith-Angrum, Curriculum Coordinator Kimberley Petermann, Data Analysis Coordinator			Kristina Bailey, English Language Coordinator Sheuntay Smith, MTSS Coordinator	
Instructional Specialists:				
Adraine Reed	Breyanna Rivers	Dominique Quetant	Dr. Dorris Williams	Tona Brent
Instructional Specialists/Assistant Principals				
Alexis White	LaTasha Owens	Dr. Kristen Brown	Nicole Henderson	
Curriculum, Instruction, and Assessment Responsibilities				

<u>District Testing Coordinator</u> <u>District Testing Responsibilities</u> • ELS Point of Contact and Implementation • Provides Assessment Blueprints to ELS (Grades K-HS for ELA, Math, Science) with alignment to HCSD Pacing Guides • Manages Assessment Procedures/ Protocols • Responsible for Making all District Assessment Public and Private • Oversee District and School ELS Assessment Schedules • District Data Analysis (District, CIA Team, Principals)	<u>Dyslexia</u> • Oversee Kindergarten/ Grade 1 Dyslexia Screening Process • Ensure Parent Notification • Ensure Students who fail are placed in MTSS. • Oversee General Ed Students with a diagnosis from doctor receive proper accommodations and interventions (Point of contact to ensure this process is followed)	<u>Pre-K/ Kindergarten:</u> • MDE Assurance Plan is signed and submitted. • MOU between District and Head Start • Kindergarten Audit is completed by each school. • Early Childhood Training of Admin, Teachers, and Teacher Assistants • Ensure each school has a plan and collaborates with area Head Start centers and pre-schools. • Procurement of replenished materials	<u>Beginning of Year Documents</u> <u>(Submitted by Administrators)</u> <u>Admin Big Data Packs</u> • Oversight of updating Admin Big Data Pack each year • Ensure Principals update it and upload into Admin Google Classroom each month for Board and District review and MDE submission. <u>District Activities (Oversight)</u> • Reading Fair • Spelling Bee • Science Fair
<u>State (MDE) Assessment</u> <u>Responsibilities</u> • District Testing Coordinator • Oversee all State/Federal Assessments • <i>(Universal Screener)</i> STAR Early Literacy- <i>Grades PreK & K</i> • <i>(Universal Screener)</i> Curriculum Associates- i-Ready Grades K-8 • Oversee MDE assessment schedules. • Oversees test training for all STC's, administrators and special education personnel. • Data Analysis (District, CIA Team, Principals)	<u>Eye Exams</u> • Point of Contact • Schedule each school's first student eye exams <u>Surveys</u> District Surveys PD Evaluations <u>Professional Development</u> • District/ School Administrator Yearly Calendar • District Professional Development Plan (Moving Forward Standards) • Collaboratively with CIA Team, Develop, Plan, Implement Full-Day, Early Release Professional Developments • PD Evaluations	<u>Advanced Placement</u> • Ensure both High Schools are in compliant with the offering of classes in all 4 content areas (Math, English, Science, and Social Studies) with participation and EOC Assessments <u>Admin Google Classroom</u> Oversee (assigning and manage) of school administrator assignments. <u>Summer Grade Recovery (Grades 3-5)</u> • Create Proposal and submit for approval. • Oversee summer School Plan, Parent Agreement, and Summer School Documentation • Train Counselors (Process and Grade Placement Assessments) • Approval Point of Contact for Grade Determination	<u>Consultants</u> • Collaborate with District and CIA Team to determine need. • Procure Contracts • Create and Monitor Schedules/ Work Reports • Management of monthly invoices • Schedule meetings with district administrators and CIA Team to determine each term's action plan aligned to data • Monthly Evaluations
<u>Concern of Student Progress</u> • Ensure letters and documentation are completed for all failures each term and collaborated with parents. • Oversee documentation is uploaded into Admin Google Classroom <u>Brigance</u> • MDE Point of Contact • BOY, EOY Screening (Pre-K)	<u>Securing of CEU's</u> • Process CEU's and Submit them to Hinds. <u>Remediation (Saturday, After School, Summer)</u> • Create and submit Proposal for District Approval • Create Budget and submit for approval.		<u>Grade Placement (Grades K-8)</u> • Train Counselors (Process and Grade Placement Assessments) • Approval Point of Contact for Grade Determination <u>i-Ready BOY, MOY, EOY Screeners (K-8)</u> • Assessment Schedules (BOY, MOY, EOY)

• Oversee Brigrance Management System <u>Pacing Guides: Pre-K – High School</u> • Updating each school year • Upload into Live Binders • Training of pacing guide components • Coaching the follow-through of pacing guides • Gradebook Guidance <u>Live Binders</u> • K-12 ELA, Math, Science, Non-MAAP • Administrator • Parent <u>Administrator Meetings</u> • Consistent Collaboration to keep them abreast and up to date on current and upcoming tasks <u>Teacher Mentor Program</u> <u>Surveys</u>	• Manage process of student registration and selection of teachers • Submit names of teachers needing supplements for Board approval to Board Secretary, HR Director, and Payroll Coordinator • Submits names of students needing transportation to Assistant Superintendent • Submits plan to Child Nutrition Director of procurement of meals (if needed) • Monitors Attendance through Admin Google Classroom <u>Student End-of-Year Failure Report</u> • Create and ensure each principal completes with determined documentation. Intervention Folders must be attached	• Responsible for submitting names to MSIS Coordinator to place students in appropriate grade <u>Course Recovery (Grades 6-8)</u> • Create Proposal and submit for approval. • Oversee student registration process. • Train Counselors (Edmentum) • Approval Point of Contact for Grade Determination • Responsible for submitting names to MSIS Coordinator to place students in appropriate grade. <u>Instructional Technology Programs</u> • Rostering/ Implementation • Teacher and Parent Resources • Data PLC's (Goal Setting, Small Group Instruction) • Professional Development	• Data PLC's (Goal Setting, Small Group Instruction) • Professional Development <u>Standards Mastery (Bi-Weekly, Midterms)</u> • i-Ready – K-8 • Assessment Schedules • Data PLC's (Goal Setting, Small Group Instruction)
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English Learner Responsibilities

- | | |
|--|--|
| <ul style="list-style-type: none"> • Ensures that the district complies with applicable state and federal laws and policies related to English Learners • Updates, implements, and evaluates the district's EL Plan • Ensures that the updated EL Plan is submitted in a timely manner for Board Approval • Assists school administrators in implementing EL Plans • Disseminates information from state and federal agencies concerning EL students to educators/administrators. • Ensures the proper identification of EL students in MSIS. • Develops and monitors EL Language Service Plans • Makes sure all timelines are met regarding parent notification, screeners, assessments, service plans, etc. • Coordinates the administration of the required EL Proficiency screener. • Leads the EL site coordinators including facilitating bi-weekly meetings and coordinating the EL program strategic planning process. • Ensures a process for exiting students when they meet the state-defined required exit criteria. • Maintains a record of all EL students served and monitored. • Assists with the Mississippi Student Information System (MSIS) requirements. • Assists with translation and Interpretation. • Maintains a weekly schedule for consistent support of school sites and central office responsibilities. • Performs other related duties as requested by State and Federal Programs Direct | <ul style="list-style-type: none"> • Coordinates the annual language proficiency testing (Las Links) of EL students in the district. • Collaborates with counselors and teachers to ensure every EL student completes all district, local, and state assessments. • Provides accurate and timely information to parents and students about academic and behavioral performance of students. • Coordinates professional development for teachers in the district related to best instructional practices for EL students. • Maintains records of professional development activities provided to self and staff. • Assists with building teacher capacity and teacher understanding of EL Instructional practices as related to the College and Career Readiness Standards • Assists teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their EL students • Provides weekly hands-on coaching through observations, modeling, and assisting teachers with resources, materials, tools, information, etc.to support classroom instructional and planning including providing new resources. • Compiles and maintains and analyzes data on EL students and the district program as required/ requested by the district, state, and federal agencies and develops action plans to address areas of concern. • Works collaboratively with Multi-Tiered System of Support District Instructional Specialist to ensure EL students receive proper interventions. • Coordinate computer-assisted instructional technology of EL students including implementation, weekly monitoring, and training. • Maintains a weekly schedule for consistent support of school sites and central office responsibilities. • Maintains and improves the EL District and Parent Live Binders • Submits Specialist Weekly Support Log into the CIA Google Classroom • Performs other related duties as requested by Director of Curriculum and Assessment |
|--|--|

MTSS Responsibilities	
• MTSS District Support Team Chair • Monitors and evaluates student academic progress at specific intervals. • Provides leadership, direction, and coordination of intensive academic intervention documentation. • Communicates effectively and collaboratively with the CIA Coordinators, building administrators, teachers, and students, regarding the prescribed efforts to meet the needs of at-risk students throughout the intervention process.	Professional Development • Facilitate in the planning and implementation of all Full-Day and Early Release PD days. • Train and supervise Pre-K and K Instructional Assistants and Classified Instructional Intervention Assistants • Collaborate and support on-site administrators of Tier 2 interventions. • Supervise all Tier 3 Interventions • Facilitate in the planning and implementation of Full-Day and Early Release Professional Development • Training and supervision of School Certified Interventionists • Training and supervision of School Classified Interventionists • Training and supervision of Instructional Teacher Assistants
Tier 3 Process and Procedures • Develops processes and procedures and supports T-2 and T-3 academic interventions. • Vets and coaches' instructional resources • Identification of instructional level for T-2 and T-3 students • Data interpretation and analysis • Responsible for Good Cause Exemption Folders	
Data Analysis • Collects and disseminates current data on each student identified as at-risk for academic intervention. • Responsible for the entrance, accuracy, and monitoring of MTSS data related students measured in the following: bottom quartile, Tier 3 and disseminates current data on each student identified as at-risk for academic intervention.	
Data Analysis Responsibilities	
District Data Analysis (Pre- K – High School) • Data Analysis and Calculation of Accountability for all District and State Assessments • Provide CIA team & administrators around all data pieces • Analyze state assessment data and provide a single data tracking source to be used across the year • Provide district level accountability predictions at each benchmark assessment	State (MDE) Assessments • Assistant District Testing Coordinator • Conducts test training for all STC's, administrators and special education personnel • State/Federal Assessments • (Universal Screener) STAR Early Literacy- <i>Grades PreK & K</i> • (Universal Screener) Curriculum Associates- i-Ready Grades K-8 • Submits MDE assessment schedules.
Management • TIMS Oversight • Resource Inventory	

SECTION VII: INSTRUCTION

INSTRUCTIONAL SUPPORT / COACHING

The HCSD CIA Team provides Instructional Specialists that support teachers of all disciplines across the district. These Instructional Specialists provide the following services:

- **Resource Provider:** As a resource provider, the instructional assistant assists teachers with materials, tools, information, etc. to support classroom instruction. The resources provided could be links from the Internet, materials shared from other teachers, wonderful research/articles that are relevant to teacher practices or ideas shared from other colleagues. Oftentimes, providing these resources help coaches cross the “threshold” into classrooms.
- **Data Coach:** Instructional specialists are the liaisons between research and practice, helping teachers learn to improve their practices in a reflective supportive setting. As a data coach, the instructional specialist organizes and analyzes a school’s data, facilitating conversations among the faculty. The instructional specialist supports teachers and administrators in using data to improve instruction on all levels.
- **Curriculum Specialist:** The instructional specialist supports teachers by helping with the “what” of teaching. He/she helps teachers use the national, state and district curriculum standards to plan instruction and assessment. The instructional specialist collaborates and supports teachers in using the curriculum to analyze students’ strengths and target areas for improvement. The instructional specialist “taps” into the content expertise of the classroom teacher.
- **Instructional Expertise:** The instructional specialist supports teachers by helping with the “how” of teaching. He/she collaborates with teachers in designing instruction to meet the needs of all students. Multiple instructional strategies/processes are shared with teachers. The instructional specialist also coordinates with other specialists in the school to provide a seamless approach to the educational processes in the school, supporting the idea that literacy is a process, not content.
- **Mentor:** As a mentor, the instructional specialist is a critical friend supporting all teachers, novice and experienced. He/she provides guidance and structure where needed, encouraging relationship building among colleagues. A mentor focuses on teachers’ strengths, collaborating and discussing common issues of concern and is a shoulder to bounce off ideas and concerns.
- **Classroom Supporter:** As a classroom supporter, the instructional specialist is a co-planner, a co-teacher and a feedback provider. The role is varied including co-planning units of study, providing over the shoulder coaching, participating in co/team teaching, modeling lessons, encouraging reflective practices, assisting with small group instruction, helping with assessments, co-creating classroom management techniques which support instruction and facilitating after visitation discussions. The instructional specialist helps facilitate discussions resulting in the collaborative, reflective, accountable, self-evaluative and participative practices that support the educational processes of all students and teachers.
- **Learning Facilitator:** As a learning facilitator, the instructional specialist helps coordinate and facilitate learning experiences for school staff. He/she engages teachers in inquiry, collaborates with teachers to determine areas of need and together they design ways to address the issues of concern. Instructional specialists coordinate cross department classroom visitations, organize professional learning communities within and among schools, help manage study groups, design professional development opportunities, arrange lesson study groups, discuss case studies, and examine student work. An instructional specialist helps provide opportunities for professional growth on all levels.

PACING GUIDES

The HCSD Curriculum, Instruction and Assessment Team (CIA) provides pacing guides for the following subjects in adherence to the Mississippi Department of Education's College-and-Career Readiness Standards:

- K-8th Grade ELA
- English I – II
- K-8th Grade Math
- High School Math: Foundations of Algebra, Algebra I, Algebra II, and Geometry
- 3rd – 8th Grade Science
- Biology
- U.S. History

RESOURCE REFERENCE GUIDE

This is a reference guide that lists and describes all core, supplemental, and instructional technology resources provided by HCSD

ADMIN GOOGLE CLASSROOM

This is a place to upload assignments throughout the year and hold resources.

Hinds County School District Career Exploration, Development, and Academies

The HCSD pledges to establish common practices that support a college bound culture for all students. Our career development program will include strategies to increase awareness of careers in the early grades, explore careers in the middle grades, and plan for careers in the later grades.

Counselors and teachers will address the academic and college aspirations of all students, ensure that students are engaged in school and community extracurricular activities, and support students in the transition from high school to college through the completion of the Individual Success Plan will create a college-going culture by helping students make the connection between school and workforce participation.

Career Exploration and Development Middle School:

In the middle schools, students will begin to explore possible career paths through the district's Career Exploration initiative. Students will assess their skills and explore possible career pathways and occupations. Additionally, teachers and counselors will help students insure they are academically prepared for entering their Career Academies at the high school level.

High School:

In the high schools, students have the opportunity to delve deeper into the Sixteen Career Pathways through the participation in Freshmen Seminar. Freshmen Seminar, or Keystone, is a course designed to be used as an introduction to career pathways and career decision-making. The course was developed particularly to meet the needs of those schools participating in career academies, such as Raymond and Terry High schools. This introductory course includes content in self-development, career clusters, pathways, and choices, as well as financial planning. The course is designed to be taught in a "flipped" classroom environment where students are introduced to the content outside of class and actually experience the content during class.

Career Academies

All HCSD high school students will automatically be enrolled in a Career Academy to ensure that each student gains a broad set of skills and experience. Each academy offers a specific career pathway, and students will be able to receive one of five diploma options upon graduation.

STEM

Science, Technology, Engineering, and Mathematics is a growing pathway. The Hinds County School District recognizes the growth of occupations in this pathway and has developed a program that will prepare students for these fields.

- Industrial Engineering
- Automotive Technology
- Computer Science

Arts and Business

The Arts and Business Academy allows students to develop skills in occupations related to the arts and in the business industry. These careers can range from business marketing to visual arts.

- Digital Media
- Business, Marketing, and Finance

Health and Human Services

The Health and Human Services Academy will give students the ability to apply their course work across all disciplines while encouraging students to look beyond themselves to serve others.

- Emergency Management
- Health Science
- Sports Medicine
- Biomedical Science
- Teacher Academy

PROFESSIONAL DEVELOPMENT

INDIVIDUALIZING PROFESSIONAL DEVELOPMENT

The school year offers full professional development days throughout the year along with early release days.

Teacher Success Plans

Teachers will evaluate their specified information/results and reflect on what they deem as their unique needs for growth. This reflection will be recorded on the HCSD *Teacher Success Plan*.

The Teacher Success Plan will be reviewed individually in a conference with the assigned administrator. If the teacher needs additional support, the site's instructional assistant will participate in the planning as well.

Together, they will agree upon growth targets and next steps for each teacher.

Teacher Unique “Look For” Observations

Unique “Look For” documents will be collaboratively generated during the teacher-administrator conference. These documents will incorporate the strategies necessary to address their “next steps” for growth as identified in the *Teacher Success Plan*. (Consider: engagement, feedback, questioning, technology-enhanced instruction.)

On a bi-weekly basis, school administrators and academic coaches will use this document to conduct a brief (15-20 minute) “Look For” observation for every teacher he/she is assigned to support. The primary purpose of which is to assist the teacher with monitoring progress toward his/her Success Plan.

The observing administrator will make notes and feedback will be provided to the teacher within 24 hours of the observation. There must be a face-to-face follow-up feedback conference with teachers who are currently on improvement plans or those tiered as level 1 or 2.

School-level professional development opportunities and PLC's should be created aligned to the unique and/ or immediate needs gathered from the Teacher Success Plan (teacher data) and the weekly “Look For” observations

INSTRUCTIONAL TECHNOLOGY

KINDERGARTEN - 8TH GRADE i-READY IMPLEMENTATION

i-Ready is an online program for reading and mathematics that helps our teachers determine each student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows teachers to meet students exactly where they are and provides data to increase each student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction.

The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit each student's needs. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions. The purpose of this is not to give the student a score or grade, but instead to determine how best to support the student's learning.

i-Ready Diagnostic: We administer the Diagnostic for reading and math 3 times per year:

1. BOY – Late August each year
2. MOY – End of fall semester each year
3. EOY – During the fourth term each year

Immediately after each Diagnostic is administered, the CIA team assists teachers with analyzing the data in order to complete the following tasks:

- Determine Growth for each student (% of typical growth met; % of stretch growth met)
- Set Performance and Growth Goals for each student
- Form groups of students with similar instructional needs and utilize the i-Ready small group instruction lessons to address critical points of instruction for these students during small group sessions
- Evaluate the performance of students on the focus standards which were scheduled for mastery since the previous Diagnostic was administered
- Calculate Teacher Accountability, taking into consideration the following factors:
 - Proficiency
 - Growth of all students
 - Growth of the Bottom 25% (B25)

i-Ready Personalized Instruction provides students with lessons based on their individual skill level and needs, so each student can learn at a pace that is just right for them. These lessons are fun and interactive to keep students engaged as they learn. We require students to work on their “Instructional Path” for 30 minutes each week in reading and 30 minutes each week in math.

Teachers track the following factors to ensure efficacy of implementation each week and submit their log sheet to their principal:

- Time on Task
- Lesson Pass Rate
- # of Caution Alerts
- # of Shut Down Alerts

9 – 12 GRADE MASTERY PREP ACT IMPLEMENTATION

The HCSD will strive to better prepare students for the ACT across the school year through the use of the comprehensive program known as ACT Mastery Prep. Mastery Prep provides attention-grabbing hooks and activities, careful lesson scaffolding and differentiation, and expert yet relatable instructors to help keep students absorbed. Integrated best practices for instructional design and classroom instruction ensure students achieve mastery of time management, test-taking skills, and essential content. Mastery Prep uses a blending learning approach so students can success in person and online.

The Mastery Prep ACT program consists of the following components:

1. TruScore Practice Tests: TruScore Practice Tests provide deep insights into ACT performance online and on demand. No-hassle, pencil-and-paper option also available. Up to nine practice tests, plus Study Hall for adaptive prep.
2. ACT Mastery Lessons: ACT Mastery Lessons help students at all score ranges by scaffolding course modules. Content is right there, so teachers can focus on teaching instead of having to dig up content. This provides structure for our ACT Prep efforts. ACT Mastery addresses the three areas that must be mastered to maximize score gains: Time Mastery, Test Mastery, and Content Mastery. These lessons are provided both in print and digitally and are ready-to-use. HCSD has paced these lessons across content areas, embedding these lessons inside the following courses:
 - English I-IV
 - Foundations of Algebra / Algebra I & II / Geometry
 - World History / Government / Economics
 - Physical Science / Chemistry / Botany / Zoology
3. ACT Snap Course: With ACT Snap Course, students will engage with a better way to learn online—by doing. Just like having a tutor over their shoulder, Snap Course keeps students constantly engaged and coaches them through the key college readiness skills and strategies needed to succeed on test day. This component of Mastery Prep is individualized for students and adapts to each learner's unique needs based on their TruScore Practice Test performance.
4. ACT Elements: ACT Elements provide ACT-aligned classroom warm-up exercises teachers use on their smartboards. The Elements program is designed to be implemented as daily bell ringers. Each exercise constitutes one bell ringer. Freshmen and sophomores gain early reinforcement for the college readiness skills that matter most on the ACT, while juniors and seniors receive essential review before test day.
5. ACT Boot Camp: With an ACT Boot Camp, students receive the final push they need to score college ready on the ACT with ZERO class interruption. In ACT Boot Camp, students will learn:
 - Pacing and time management
 - Test-taking and guessing strategies
 - Tips for the most important question types

SECTION VIII: ASSESSMENT

BENCHMARK ASSESSMENT ANALYSIS AND INSTRUCTIONAL IMPLICATIONS

Results of all benchmark assessments which are administered in the MAAP-assessed courses are immediately analyzed for instructional purposes. Precise actions are taken to ensure proper analysis as well as planning for instructional implications. These processes are provided in the HCSD Live Binder under the assessment tab. Instructional Specialists guide this process at each school. The following pieces are included in our processes:

- @ BOY (or from 2024 MAAP) Determine Bottom 25% for the grade/subject and alert teachers as to which of these are in their classes
- Determine Growth for each student
- Determine Proficiency for each student
- Set the next Performance and Growth Goals for each student
- Calculate Teacher Accountability, taking into consideration the following factors:
 - Proficiency
 - Growth of all students
 - Growth of the Bottom 25% (B25)
- Evaluate the performance of students on the focus standards which were scheduled for mastery since the previous benchmark assessment was administered
- Form groups of students with similar instructional needs and utilize the i-Ready and ELS to develop small group instruction lessons to address critical points of instruction for these students during small group sessions

PROVIDING FEEDBACK CONCERNING STUDENT PROGRESS

Individual student data chats will be held after each benchmark assessment. At that time, teachers will review performance and growth with the students. Goals will be established for both performance and growth for the next benchmark assessment.

The administration of each school will ensure that the “Notice of Concern of Student Progress” steps are followed whenever a student earns a failing grade for a 9-week term report card. This process is provided in the HCSD Live Binder under the assessment tab.

- @ BOY develop and @ MOY & EOY update the Growth Bull’s Eye for B25 students
- @ BOY develop and @ MOY & EOY update the Proficiency Bull’s Eye for “bubble students”

MTSS

*** Visit Live Binder to locate the HCSD MTSS Folder which includes HCSD MTSS Handbook and MTSS Required Documentation

Three Tier Instructional Model

The Three Tier Instructional Model is a part of [State Board Policy 41.1](#). This model is designed to meet the needs of every student and consists of three tiers of instruction:

- **Tier 1:** Quality classroom instruction based on Mississippi standards.
- **Tier 2:** Focused supplemental instruction.
- **Tier 3:** Intensive interventions specifically designed to meet the individual needs of students.

If Tier 1 and 2 instruction is unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the local team responsible for interventions developed at Tier 3. Each school must have a TST implemented in accordance with the process developed by the Mississippi Department of Education.

Tier 1 Overview

- Quality Classroom Instruction for all students using:
- Mississippi College and Career Readiness Standards
- Research Based Instructional Strategies
- Differentiated Instruction
- Instructional materials that match student's abilities
- Assessment data to plan instruction and to group students
- Targeted small groups
- Tier 1 Reteaching Expectations

When students are not showing success with Tier 1 instruction, reteaching and reassessing should occur with documentation. Reteaching should provide more opportunities for students to process and practice targeted skills.

Tier 2 Overview

Supplemental Instruction supports targeted students with marked difficulties who have not met expectations in the Tier 1 model and after reteaching with reassessing. Some indicators of these students are:

- Lower levels of performance than peers
- Deviation from grade level peers
- Learning at a slower rate than grade-level peers
- Falling further behind their classmates
- Scoring in the bottom 25% on assessments such as Universal Screeners, mid-term and 9 weeks tests

Tier 3 Overview

Intensive Tier 3 interventions are specifically designed to meet the individual needs of students. Some indicators of these students are:

- Unsuccessful Tier 2 interventions
- Consistently scoring in the lowest benchmark on screeners
- MSIS intervention report
- Parent Child Find requests
- SPED reevaluations
- Tier 3 transfers or carryovers
- 4th grade Good Cause Exemption students and 3rd grade students who failed the MAAP ELA assessment

SECTION IX: SPECIAL EDUCATION SERVICES

CONTINUUM OF SPECIAL EDUCATION SERVICES

Placement	Description
General Education Classroom with Consultative Services	The special education teacher and/or specialized support personnel provide regularly scheduled, ongoing assistance through effective consultative collaboration with the regular classroom teacher(s) to assist in assessing and altering/redesigning the instructional modifications and support services provided for a child.
Inclusion in the General Education Classroom	Inclusion means instruction or support services which are provided to a child in the regular education environment. A special education teacher, support personnel, such as paraprofessionals and/or related services personnel, can provide supportive service in the regular education classroom. If support personnel are utilized, then the special education teacher(s) must consult or collaborate with the regular education teacher(s). Services are provided within the regular classroom environment to a child with a disability or group of children with disabilities.
Co-Teaching with the Regular Educator	Co-Teaching means a special education teacher is paired with regular education personnel to provide services in the regular education environment. The teachers share instructional and related responsibilities. Either teacher may present the instruction to the entire group of children. The children may be divided into smaller homogeneous groups with each teacher leading a group. Instruction occurs with two educators working in the same physical space.
Tutorial Service	Special instruction is provided to children who receive the majority of their educational instruction in the regular education environment. The children are removed from the regular classroom for a period of time during the school day for intense instruction in areas of weakness. Methods can include intensive instruction in curricula areas or review of material presented in the regular classroom. This is considered a supplementary service to the child in conjunction with regular classroom placement.
Resource Instruction/Part-Time Special Class	Children are provided their primary instruction only a minor portion of the day in a self-contained environment or class.
Full-Time Special Class	Children are provided their primary instruction for the majority of a day in a self-contained environment or class. If appropriate, children will continue to participate in nonacademic classes and extracurricular activities with their peer group.
Special School/Day Treatment	The program is located in a school which has a separate administration from the general education program and is designed to serve children with one or more types of disabilities.
Residential Facilities	The program is located in a facility which provides special education and related services as well as room and board. The child resides in the facility. The administration is separate for the general education environment.
Home/Hospital	Individualized special education and related services are provided in the home or in the hospital.

THINGS TO KEEP IN MIND

IDEA states that removal, which is labeled as "restrictiveness," should only happen when the student's education in regular classes, despite the use of "supplementary aids and services cannot be achieved satisfactorily."

Sometimes, this form of support is called Resource, Tutorial, Therapy, or "Pull-Out" services. These services typically take place in a special education classroom setting. During class time in the regular classroom, accommodations and/or modifications can be provided as documented in the IEP for services and supports.

The student's service hours on his or her IEP reflect how often and how long a student is "pulled" for services. Therefore, this allotted amount of pull-out support will often vary for students depending on their specific needs.

Collaboration between school administrators, school counselors, special educators, and general educators should address scheduling and specific classroom needs.

Special education teachers must have dedicated time in their daily schedule to provide pull-out services. Ongoing collaboration must occur between general education and special education staff to maintain on-grade curriculum standards.

Special Education classrooms are used in a variety of ways ranging from direct instruction, accommodation implementation, meetings, or representing students' alternative social space, to name a few.

It is suggested that the Special Education Department collaborate with administrative leaders to:

- 1) Determine appropriate special education instructional models, including:
 - a) Student needs and performance
 - Grades
 - Intervention progress
 - IEP goal progress
 - State testing results
 - b) Current instructional service delivery
 - c) Staffing
 - d) Master schedule
 - e) Teacher skill and experience level
- 2) Implement the instructional service delivery models, adjusting as needed through ongoing monitoring and evaluation of student performance.

SPECIAL EDUCATION SERVICE DELIVERY MODEL

Students are scheduled to meet a provider to support IEP implementation, including:

- 1) Pull out services
- 2) Accommodations/Modifications
- 3) Supplemental aids and services
- 4) Goals/objective instruction
- 5) Pre-teaching or re-teaching

The student's service hours on his or her IEP reflect how often and how long a student is "pulled" from their general education setting to receive these supports.

Best practice suggests that students are pulled during non-academic times or non-direct instruction. The location of service provision can be in a special educator's classroom or in a specific room within the school building.

EXAMPLES OF SUPPLEMENTARY AIDS AND SERVICES

Supplementary aids and services comprise a very broad set of supports for children with disabilities that enable them to be successful in the general education setting. The following list of examples is not exhaustive. The IEP Committee should provide a range of supplementary aids and services to enable the child to be successful in the general education setting before considering a change to a more restrictive placement.

Physical Environment

- Preferential seating
- Provision of a study carrel, quiet location, or other nonpunitive but private workspace
- Rearrangement of the classroom (e.g., rows and aisles instead of clusters of desks)
- Regular assistance in keeping workspace uncluttered
- Permission to move from place to place in the room (e.g., assignment of two desks placed on opposite sides of the classroom)

Materials and Instruction

- Materials in an alternative format such as large print or books on tape
- Materials with appropriate highlighting
- Materials addressing the same concepts or skills but at a different level
- Books on tape
- Provision of detailed study guides
- Provision of an agenda or assignment notebook
- Extra time to complete assignments
- Reduction in the length of assignments
- Division of lengthy assignments into segments
- Provision of checklists for completing assignments
- Provision of rubrics against which assignments will be evaluated
- Use of instructional strategies and techniques that match the child's learning style(s)
- Alternative assignments
- Alternative methods of responding (e.g., oral instead of written, bullet points instead of paragraphs, pictures instead of words)
- Elimination of timing on timed tests
- Option of open-book tests
- Option of test items being read aloud
- Provision of a second set of textbooks or supplementary materials for use at home
- Use of manipulatives
- Exclusion of poor spelling or handwriting from grading criteria
- Alternative grading criteria (e.g., extended grading scales; inclusion of process and efforts as well as product in grade calculation, grading based on improvement)
- Instruction related to learning strategies
- Instruction related to study skills

Behavior and Social Interactions

- Extra time to travel between classes
- Travel between classes before or after other children
- Behavior contract or behavior support plan
- Advance warning of transitions and changes in schedules
- Provision of choice for children (e.g., among assignments or activities, among nights to do homework)
- Clarification of classroom schedule or routines and clear adherence to them
- Cognitive behavior management training
- Provision of breaks from instruction that include opportunities to move or rest
- Access to preferred reinforcers with various schedules of reinforcement
- Provision of a visual daily schedule

People

- Use of a note taker (child or paraprofessional)
- Provision of professional development to teacher working with the child on characteristics of the child and strategies and techniques for effectively teaching that child
- Assignment of a peer buddy
- Reciprocal peer tutoring
- Use of cooperative learning
- Use of co-teaching
- Provision of a classroom assistant
- Implementation of Circle of Friends or a comparable program
- Access to counseling
- Use of nonverbal signals to guide behavior
- Use of verbal signals to guide behavior
- Option for a daily check-in with a support adult (e.g., teacher, counselor)
- Access to a behavior consultant, Autism expert, or other specialist to assist the teacher in addressing child needs
- Provision of an interpreter

Assistive Technology

- Modified computer equipment (e.g., alternative keyboard, different type of mouse, different size screen, different size or color of font)
- Adapted writing instruments (e.g., pencil grips, larger or smaller pencils or pens)
- Provision of spell checking, word prediction, and related software
- Provision of software that provides practice on basic skills
- Provision of voice recognition software
- Use of calculator
- Use of tape recorder (e.g., assignments and testing)
- Use of no/low tech, medium tech, or high tech to support child learning and overcome learning barriers (e.g., pencil grip, paper with raised lines or larger or smaller lines, use of a slant board for writing, use of word processing instead of handwriting)
- Use of augmentative communication devices (e.g., communication boards)

This is not an exhaustive list. For additional information about supplementary aids/supports to be offered refer to the [Access For All Guide \(linked here\)](#) provided by MDE.

SECTION X: COMMUNICATION

Hinds County School District, families and communities have a shared responsibility for every student's education. Through a collaborative approach, it is our expectation that effective and on-going communication will enhance family engagement, resulting in a direct impact on improving student achievement. We embrace family engagement by supporting parents and guardians who seek our help, welcoming parents who wish to help the school, and empowering the voice of parents who are potential transformers of our system.

The district has designed and deployed a robust digital communication system that is responsive to students and their families. The staff uses a variety of digital tools in order to communicate frequently with parents about their children's education. The chart below captures those tools as well as the district point of contact for technological support.

1-Way Reciprocal Communication Tools	
- District & School Websites - District & School Facebook - District & School Twitter - SAM/Active Parent– Checking student grades and attendance	
2-Way Reciprocal Communication Tools	
Tool	Use
Remind & School Status	This tool allows staff to send text messages among the following groups: - Principal to staff - Teachers to parents and students - School to parents and students - District to parents and students
Hinds County Gmail Accounts	This tool is provided within the HCSD Clever portal to maintain security. All teachers and students have individual Gmail accounts with the @hindsschools.com address. This allows for the emailing of messages as well as documents.
Google Classroom	This is the virtual space where teachers post announcements and assignments as well as providing the hub for students to submit work.
Zoom	This tool is used to provide interactive virtual conferences. It can be used among the following groups: District use for staff conferences Parent Teacher Conferences when parents are unable to come to the school

PARENT CONFERENCES

- August 5, 2024, has been set aside for parents to report to the schools in order to:
 - Meet the teachers and administrators
 - Receive an orientation to the courses/procedures
 - Receive Remind codes, teacher google phone numbers and Gmail addresses
 - Provide the teachers with accurate parent phone numbers and email addresses in order to establish lines of communication for the new year.
 - Note: Parents are assigned a specific time to join a small group of parents in their children's homeroom for this start-of-the- year orientation.

- Within 2 days of sending 9-week report cards
 - Inform parents that the report cards are being issued
 - Share reports of the great things that are happening in school
 - Introduce parents to the upcoming content
 - Remind parents to continue their weekly visits to the Google Classroom
- Teachers are required to **conduct individual parent conferences** via either Zoom or in-person with any student who receives a failing grade for the course(s) he/she teaches at any point which grades are formally reported - mid-term of any grading period and end-of-term report cards. During these conferences, the teacher must follow the HCSD's "Notice of Concern of Student Progress" procedure in order to identify "blockers" and develop a unique plan to address the specific concerns. (This may be conducted via phone if the parent simply can't report to the school or join a zoom session.)

Listed below are other expectations for implementing and maintaining an open line of communication between school and home:

- Critical attributes of effective, on-going, two-way communication include the following:
 - Consistent focus of student achievement and well-being
 - Courteous and respectful interactions between all stakeholders
 - Open minded exchange of ideas and information between student, family and staff related to achievement, organization, and/or behavior
- Expectations for two-way communication:
 - Telephone and email communication will be used for extended discussions related to student performance and/or well-being.
 - All parents/guardians will provide the school with a current telephone contact number and/or email address.
 - All schools will provide parents/guardians with contact information for each teacher, counselor, and administrator, including their email address and telephone extension, if available.

School staff and parents/guardians will respond to phone messages and emails within 24 hours of receipt.

- Expectations for communication from the school
 - Schools staff will:
 - Issue a **School Newsletter at least once per month.**
 - Greet visitors to the school in a positive and professional manner.
 - Maintain a clean and tidy front office, demonstrating a focus on students and families
 - Provide appropriate, regular, and predictable, high value School Messenger calls to the whole school or subgroup as appropriate.
 - Provide a high-quality up-to-date website that includes:
 - ❖ School name, and logo
 - ❖ School mission statement
 - ❖ School administrator info
 - ❖ Office hours, school hours, dress code and attendance reporting
 - ❖ Telephone, address, fax, and email contact information
 - ❖ Calendar of events

- Teachers will:
 - Issue a **Classroom Newsletter/ Calendar at least once per month**. Print and send home by the first day of the month.
 - Post the Classroom Newsletter/Calendar in the class's Google Classroom.
 - Communicate with parents/guardians when their child is struggling, has shown improvement, or does something exceptional.
 - **Contact each student's parent individually at least once per 9-week grading period** unless the child is experiencing academic struggles in which case the district's "Notice of Concern of Student Progress" procedures.
 - **Teachers will maintain a current log of parent contacts per student using the HCSD Parent Contact Documentation Running Record form.**

- Parents/guardians will:
 - Create a home learning center, which is a dedicated space for their child to complete schoolwork and read daily.
 - Ensure their child reads for at least 30 minutes a day, even if it means that a family member or friend reads with them.
 - Ask their child open ended questions about the school day every day (suggestions below).
 - ❖ What did you learn about at school today?
 - ❖ What activities did you do at school today?
 - Contact the school or the district office if you need assistance related to your child.
 - Contact the teacher if your child is struggling in the classroom.
 - Monitor their child's completion of homework every night and monitor their child's grades and attendance by logging into SAM Active Resource **at least once per week**.

- Students will:
 - Refer to the Google Classroom as a tool for organization and tracking assignments.
 - Read for at least 30 minutes daily.
 - Take pride in their work and give all school assignments and assessments their best effort.

SECTION XI: FEDERAL PROGRAM

FEDERAL PROGRAMS

TITLE PROGRAMS

The Office of Federal Programs provides leadership and technical assistance through the responsible and effective use of federal program dollars to support a quality education for every child in the Hinds County School District. Through a consolidated approach to planning and operation, we support federal, state, and district initiatives and needs. Revenue sources include Title I, Title II, and Title IV. The supplement does not supplant provision requires that federal funds be used to augment the regular educational program or to supplement the amount of funds available from non-federal sources.

Title I funds aim to bridge the gap between low-income students and other students. The U.S. Department of Education provides supplemental funding to local school districts to meet the needs of at-risk and low-income students. According to the U.S. Department of Education, the purpose of **Title I** funding, “is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.”

Title II funds allow teachers to reduce class size, provides funds for professional development, and teacher recruitment.

Title IV funds support student academic enrichment.

The Hinds County School District believes that the involvement of parents and community members is an essential component of nurturing students. Furthermore, the district believes there is a direct link between parent involvement and student achievement. Every effort to invite and consider parent and community input is made to ensure the success of our students.

Personnel	Title	Support Services	Contact Information
Ms. Tiffany Lanier	Federal Programs Director	• Homeless Liaison • Foster Care Point of Contact	tlanier@hinds.k12.ms.us 601-857-5222
Ms. Kristina Bailey	ELL Coordinator	• Research and aid in the implementation of appropriate instructional programs and classroom strategies to successfully implement federal and state standards for English Language Learners.	kcbailley@hinds.k12.ms.us 601-857-5222
Ms. Sophia West	Administrative Assistant Federal Programs	Provide support to the department of Federal Programs.	sowest@hinds.k12.ms.us 601-857-5222

Family Educational Rights and Privacy (FERPA)

The school district will not, except for “directory information,” disclose personally identifiable information from the education records of a student without prior written consent from the parent or the eligible student. Prior consent of the parent or eligible students is not required when the school releases such information to other school officials (including teachers). Officials of another school district in which the student seeks to enroll, or other federal, state, and educational agencies as enumerated in Public Law 93-579.

Specific/More information may be found in the unabridged version of Handbook for Parents and Students or at the district website at <http://www.hinds.k12.ms.us>.

TECHNOLOGY NEEDS CONTACT LIST

Software Application	Purpose	Program Description	Contact Name	Contact Number
1:1 Device	Instructional	Chromebooks and MacBooks	Dr. Cynthia Wallace	601-857-5222
School Status Messages	Parental Communication		Dr. Cynthia Wallace	601-857-5222
Clever	Instructional	Digital learning platform for K12 schools--one friendly place for single sign-on	Dr. Cynthia Wallace	601-857-5222
Google Docs/Gmail	Instructional	Email for classroom and student communication	Ms. Earlean Hughes Ms. Lindsei Roby Dr. Cynthia Wallace	601-857-5222
Live Binder	Admin Utility	An online digital binder for organizing your resources		601-857-5222
Magnolia	Resource	Provides Mississippi residents with access to electronic databases through their local public, school, community college, or university libraries.	Dr. Cynthia Wallace	601-857-5222
Marathon	Financial	Financial Package	Mr. Avery Johnson	601-857-1079
Active Resource	Financial	Pay Stub, Time Off Request, etc.	Ms. Pamela Samuel	601-857-7031

Software Application	Purpose	Program Description	Contact Name	Contact Number
MCS	Admin Utility	Child Nutrition software program in all cafeterias that helps in the processing of free and reduced applications, point of sale, inventory management, accounting and reporting	Mrs. Linda Little	601-857-5222
Microsoft Office	Productivity	Productivity suite for Microsoft Office	Ms. Lindsey Roby Dr. Cynthia Wallace	601-857-5222
MSIS	Web	State SIS	Dr. Antionette Woodall Ms. Sheuntay Smith	601-857-5222
Network	IntraNet Access	Home folder - H: Drive, etc.	Dr. Cynthia Wallace	601-857-5222
Outlook Email	District Email		Ms. Earlean Hughes Dr. Cynthia Wallace	601-857-5222
Remind	Instructional	Communication Tool	Dr. Cynthia Wallace	601-857-5222
SAM (Central Access)	Admin Utility	SIS interface for data mining which tracks student and staff demographics, attendance, transcripts, scheduling, grade reporting and discipline tracking	Dr. Antionette Woodall Ms. Sheuntay Smith Dr. Cynthia Wallace	601-857-5222
School Status	Productivity		Dr. Antionette Woodall	601-857-5222

Software Application	Purpose	Program Description	Contact Name	Contact Number
SchoolWires/ BlackBoard	Web	Website builder content management system	Dr. Cynthia Wallace	601-857-7020 601-857-5222
Survey Monkey	Admin Utility	Online survey program	Dr. Cynthia Wallace	601-857-7020
TA Track	Admin Utility	Work order system	Dr. Cynthia Wallace	601-857-7020
Talent Ed	Admin Utility	Online application	Sherlitterce Mullen	601-857-5222
Voice-Mail	Teacher Telephone V' Mail"	Communication Tool	Dr. Cynthia Wallace	601-857-7020 601-857-5222
Web Event	Parental Communication	District calendar program		601-857-7020
Wi-fi	Internet Access		Dr. Cynthia Wallace	601-857-7020
Zoom	Instructional and Meetings	Web conferencing communication tool	Dr. Cynthia Wallace	601-857-7020

APPENDIX

1) MDE Code of Ethics/Standards of Conduct... ..	51
2) Supervising Adult Code of Conduct... ..	53
3) Dress Code Reminders... ..	54
4) Professional Personnel Non-School Employment Form.....	56
5) Network/Internet for Faculty and Staff Form.....	57
6) Check List for the Use of Technology.....	58
7) Marketplace Insurance Coverage Notice	59
8) Procedure for Certified/Classified Leave/Missing Punches... ..	61
9) Confidentiality Form.....	62
10) Employee Handbook Receipt & Policy Acknowledgement.....	64

Mississippi Educator Code of Ethics Standards

Standard 8: Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

- 8.1. Ethical conduct includes, but is not limited to, the following:
 - a. Insuring that institutional privileges are not used for personal gain
 - b. Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.
- 8.2. Unethical conduct includes, but is not limited to, the following:
 - a. Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body
 - b. Tutoring students assigned to the educator for remuneration unless approved by the local school board
 - c. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. (This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.)

Standard 9: Maintenance of Confidentiality

An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

- 9.1. Ethical conduct includes, but is not limited to, the following:
 - a. Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law
 - b. Maintaining diligently the security of standardized test supplies and resources.
- 9.2. Unethical conduct includes, but is not limited to, the following:
 - a. Sharing confidential information concerning student academic and disciplinary records, health and medical information family status/income and assessment/testing results unless disclosure is required or permitted by law.
 - b. Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
 - c. Violating other confidentiality agreements required by state or local policy.

Standard 10: Breach of Contract or Abandonment of Employment

An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

10. Unethical conduct includes, but is not limited to, the following:
 - a. Abandoning the contract for professional services without prior release from the contract by the school board
 - b. Refusing to perform services required by the contract.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators.

Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues.

Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).

For more information:
Mississippi Department of Education
359 North West Street
Jackson, MS 39201
601-359-3513
www.mde.k12.ms.us

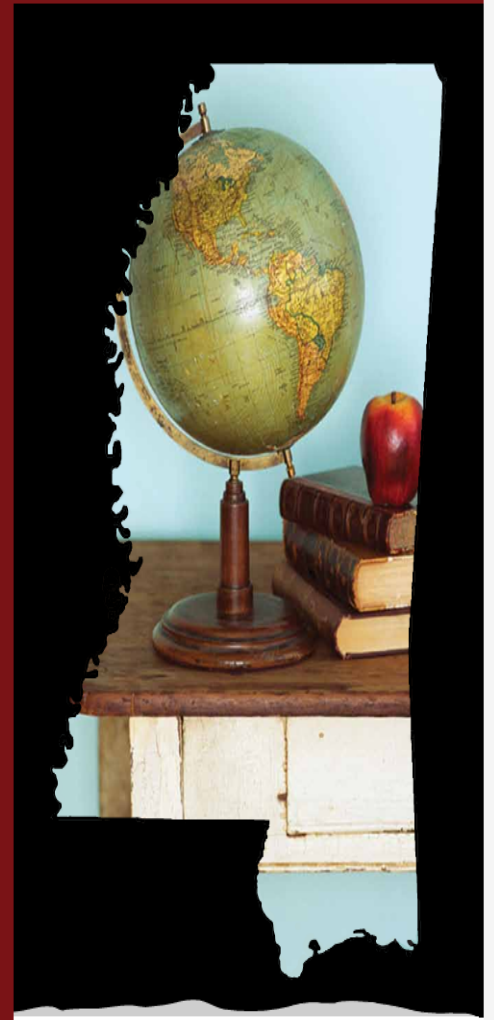


The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities:

Office of Human Resources
Mississippi Department of Education
359 North West Street, Suite 203
Jackson, Mississippi 39201
601-359-3511



MISSISSIPPI EDUCATOR



CODE OF ETHICS STANDARDS OF CONDUCT

MISSISSIPPI DEPARTMENT OF EDUCATION

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

- 1.1. Ethical conduct includes, but is not limited to, the following:
 - a. Encouraging and supporting colleagues in developing and maintaining high standards
 - b. Respecting fellow educators and participating in the development of a professional teaching environment
 - c. Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
 - d. Providing professional education services in a nondiscriminatory manner
 - e. Maintaining competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter and pedagogical practices
 - f. Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children.
- 1.2. Unethical conduct includes, but is not limited to, the following:
 - a. Harassment of colleagues
 - b. Misuse or mismanagement of tests or test materials
 - c. Inappropriate language on school grounds or any school-related activity
 - d. Physical altercations
 - e. Failure to provide appropriate supervision of students and reasonable disciplinary actions.

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

- 2.1. Ethical conduct includes, but is not limited to, the following:
 - a. Properly representing facts concerning an educational matter in direct or indirect public expression
 - b. Advocating for fair and equitable opportunities for all children
 - c. Embodying for students the characteristics of honesty, diplomacy, tact, and fairness.
- 2.2. Unethical conduct includes, but is not limited to, the following:
 - a. Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:
 1. employment history, professional qualifications, criminal history, certification/recertification
 2. information submitted to local, state, federal, and/or other governmental agencies
 3. information regarding the evaluation of students and/or personnel
 4. reasons for absences or leave
 5. information submitted in the course of an official inquiry or investigation
 - b. Falsifying records or directing or coercing others to do so.

Standard 3: Unlawful Acts

An educator shall abide by federal, state, and local laws and statutes and local school board policies.

3. Unethical conduct includes, but is not limited to, the commission or conviction of a felony or sexual offense. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Educator/Student Relationships

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

- 4.1. Ethical conduct includes, but is not limited to, the following:
 - a. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students.
 - b. Nurturing the intellectual, physical, emotional, social and civic potential of all students
 - c. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
 - d. Creating, supporting, and maintaining a challenging learning environment for all students.
- 4.2. Unethical conduct includes, but is not limited to the following:
 - a. Committing any act of child abuse
 - b. Committing any act of cruelty to children or any act of child endangerment
 - c. Committing or soliciting any unlawful sexual act
 - d. Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
 - e. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
 - f. Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with students.

Examples of these acts may include but not be limited to:

1. sexual jokes
2. sexual remarks
3. sexual kidding or teasing
4. sexual innuendo
5. pressure for dates or sexual favors
6. inappropriate touching, fondling, kissing or grabbing
7. rape
8. threats of physical harm
9. sexual assault
10. electronic communication such as texting
11. invitation to social networking
12. remarks about a student's body
13. consensual sex.

Standard 5: Educator/Collegial Relationships

An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.

5. Unethical conduct includes but is not limited to the following:

- a. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
- b. Harming others by knowingly making false statements about a colleague or the school system
- c. Interfering with a colleague's exercise of political, professional, or citizenship rights and responsibilities
- d. Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability or family status
- e. Using coercive means or promise of special treatment in order to influence professional decisions of colleagues.

Standard 6: Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

- 6.1. Ethical conduct includes, but is not limited to, the following:
 - a. Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.
- 6.2. Unethical conduct includes, but is not limited to, the following:
 - a. Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs
 - b. Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students.
 - c. Being on school premises or at a school-related activity involving students while documented using tobacco.

Standard 7: Public Funds and Property

An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

- 7.1. Ethical conduct includes, but is not limited to, the following:
 - a. Maximizing the positive effect of school funds through judicious use of said funds
 - b. Modeling for students and colleagues the responsible use of public property.
- 7.2. Unethical conduct includes, but is not limited to, the following:
 - a. Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain
 - b. Failing to account for funds collected from students, parents or any school-related function
 - c. Submitting fraudulent requests for reimbursement of expenses or for pay
 - d. Co-mingling public or school-related funds with personal funds or checking accounts
 - e. Using school property without the approval of the local board of education/governing body.

Supervising Adult Code of Conduct

1. Supervising adults are defined as administrators, counselors, teachers, coaches, custodians, cafeteria workers and any other adults who are in the presence of school children or the parents/guardians during the school day or at school activities. It is expected that these adults will take appropriate actions to monitor school children whether they are assigned specific children or not.
2. Supervising adults are responsible for their actions and are expected to demonstrate the highest degree of professionalism and courtesy.
3. The possession, use and purchase of alcohol, illegal drugs, weapons, inappropriate videos, reading materials or other like objects by supervising adults are not permitted and will result in disciplinary action which could include dismissal from employment with the Hinds County School District (HCSD).
4. Supervising adults will always avoid situations where they are alone with a minor. This includes transportation of the minor in the supervising adult's automobile. At least two adults should be present and is preferred when there is only one minor, and at least two minors should be present when there is only one adult. Having two minors present with one adult is not the preferred situation.
5. One-on-one meetings with a minor must be held with another adult present or in an area such as an office with an interior window or an open door so that another adult can be present outside the room as a witness. Private meetings with minors must be avoided, especially in a secluded or private location, whether during the school day or outside the school.
6. Profanity, abusive language or other inappropriate language by a supervising adult is never acceptable. This is particularly true during high emotion or stressful situations, on athletic practice fields or during contests, or in joking situations.
7. Use of text messaging or e-mail, giving or accepting invitations to personal social networking site/chat rooms or calling/accepting calls from individual students is a dangerous practice for the supervising adult, especially when these activities take place outside the normal school day or away from school activities. These could easily be misconstrued to be inappropriate contact with students and could lead to dismissal and/or criminal charges. Communication with class members or teams must be managed through a group communication process and during appropriate hours of the day.
8. Supervising adults are always responsible for providing a safe environment where all minors can be sure that personal boundaries will not be violated. Adults will conduct themselves in a way that respects the rights of the minor and preserves their reputation. Supervising adults will never touch a minor in a sexual or other inappropriate manner.
9. Conduct of a sexual nature directed towards students shall be reported immediately as child abuse to a direct supervisor. If a supervising adult is accused of fondling or having any type of sexual involvement with a student who is enrolled in any HCSD school, the principal and the superintendent shall notify law enforcement with jurisdiction where the school is located of such accusations...and that there is a reasonable basis to believe that such accusation is true (See § 97 — S - 24 and HCSD policy GACN).

Signature shows receipt and understanding of this document and that a copy of this document has been filed in my personnel files.

Signature: _____ Date: _____

Dress Code Policy

Employers in the USA have a legal right to ask you to adhere to dress codes. People may say ‘This is America. We should be able to do what we want.’ But once you walk into the workplace, your rights are limited. With that in mind, I do understand that unique nature of the teacher in a classroom; therefore, let me issue you some guidelines on my expectations because all casual clothing is not suitable for the classroom. These guidelines will help you determine what is appropriate for teachers to wear to work.

So, let me give you a list of what is generally considered to be appropriate attire for the teacher in a classroom. Some items that are not appropriate are listed too. Neither list all-inclusive not can every item of clothing be addressed. The list tells you what I would generally accept as proper attire and what is generally not acceptable.

1. Clothing that works well for the beach, yard work, dance clubs, exercise sessions and sports contests is not appropriate for a professional appearance at work.
2. Clothing that reveals cleavage while standing or bending is not appropriate. Also, clothing that reveals your back, your chest, your stomach, or your underwear is not appropriate.
3. Torn, dirty, or frayed clothing is unacceptable. Any clothing that has words, terms, or pictures that may be offensive to other employees is unacceptable.
4. Clothing that has the school or district logo is encouraged. Sport team, university, and fashion brand names on clothing are generally acceptable. Leggings/Jeggings should be worn with a shirt that comes down 3 inches above the knee. Any top shorter is not appropriate.
5. Certain days can be declared dress down at the principal’s discretion, generally Fridays. On these days, jeans and other more casual clothing, although never clothing potentially offensive to others could be allowed.
6. Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, and nice-looking dress synthetic pants are certainly acceptable. Inappropriate slacks or pants including jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, and any spandex or other form-fitting pants such as people wear for biking.
7. Casual dress and skirts, and skirts that are split below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public without the dress rising above three inches above the knee while seated. Short, tight skirts that ride halfway up the thigh are inappropriate for work. Mini-skirts, skorts, sun dresses, beach dresses and spaghetti-strap dresses are inappropriate for the office.
8. Casual shirts, dress shirts, sweaters, tops, golf type shirts, and turtlenecks are acceptable attire for work. Most suit jackets or sport jackets are also acceptable attire. Inappropriate attire for work includes tank tops, midriff tops, shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops, tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, or jackets.

9. Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, and leather deck-type shoes are acceptable for work. Flashy athletic shoes, heels, rubber beach flip flops, or slippers are not acceptable. Suggested shoes are those that will help avoid injury from sliding desks, crowded halls, etc.
10. Jewelry, makeup, perfume, and cologne should be in good taste, with limited visible body piercing. Remember, that some employees are allergic to the chemicals in perfumes and make-up, so wear these substances with restraint.
11. Hats are not appropriate except on custodians.
12. Certainly, anything that students are not allowed to wear, then teachers are not allowed to wear. Remember, it is your school. I will be looking at you to provide the example and the guidance. If you have questions, feel free to call.
13. Anything deemed a distraction to the teaching/learning process will not be tolerated.

Signature: _____ Date: _____

Printed Name: _____ School: _____

PROFESSIONAL PERSONNEL NON-SCHOOL EMPLOYMENT FORM

HINDS COUNTY SCHOOL DISTRICT
RAYMOND, MS

Name: _____ Date: _____

Assigned School: _____

Assigned Grade Level/Subject Area(s): _____

Additional assigned responsibilities for which a district supplement is paid: _____

Type of non-school employment: _____

Non-school employment working hours: _____

Number of days per week at non-school employment: _____

Additional information/comments: _____

Approved
Not Approved

Superintendent

Date

Please submit this form to the superintendent's office upon completion.

Please reproduce on yellow paper

Hinds County School District
Network/Internet for Faculty and Staff
TERMS AND CONDITIONS AGREEMENT

To access the Network/Internet through the District's computers/network, employees, must sign and return this Agreement on an annual basis to the Director of Technology. The signed agreement is to be archived at the user's local site and in the IT Department.

Use of the Network/Internet is a privilege, not a right. The HCSD's Network/Internet connection is provided for business, professional and educational purposes only. Personal files need to be saved on your own personal storage devices. DO NOT save/place personal files and/or software on computers belonging to the Hinds County School District. Unauthorized or inappropriate use will result in a cancellation of this privilege.

The District has implemented Technology Protection Measures which is a specific technology that will protect against (e.g., block/filter) Internet access to visual displays that are obscene, child pornography or harmful to minors.

Staff members accessing the Network/Internet through the District's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Network/Internet.

The District reserves the right to monitor, review and inspect communications, files and/or messages residing on or sent using the District's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

The staff member agrees to abide by local, state, federal, and School Board regulations.

It is the responsibility of each staff member to use due diligence in keeping the District's network resources secure. This includes but is not limited to keeping confidential all passwords assigned for use of District computing resources.

As a staff member of the Hinds County School District, understand that any misuse of equipment that results in the lost, damage, or vandalism is to be paid for through the staff member's homeowner insurance.

Please complete the following information:

Staff Member's Full Name (please print): _____

School/Department: _____

I have read and agree to abide by the District IT Policies and Procedures. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a user of the District's computers/network and the Network/Internet, I agree to communicate over the Network/Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions, and guidelines.

Staff Member's Signature: _____ Date: _____

The Superintendent, or designee, is responsible for determining what is unauthorized or inappropriate use. The Superintendent may deny, revoke or suspend access to the Network/Internet to individuals who violate the District's Staff Network and Internet Acceptable Use and Safety Policy and related Procedures and take such other disciplinary action as is appropriate pursuant to the applicable collective bargaining agreement and/or District Policy.

Check List for the Use of Technology

Laptop/MacBooks/iPad/Chromebook/Webcam/Document Camera/etc. (Devices)

HCSD issued devices may be issued to individuals for job related activities.

Guidelines for using a HCSD device:

1. If taking the device home, you MUST have homeowner's or renter's insurance to cover the device.
2. If theft of the device occurs when you have removed it from campus, you (or your insurance company) are responsible for its replacement.
3. A police report is required for the loss of any HCSD equipment.
4. If damage that is not covered by warranty occurs to the device when you have removed it from campus, you are responsible for the cost of having it fixed.
5. Devices should never be left at home. If you take the device home, you must bring it back to your work site with you the next day.
6. All devices must be turned in to the Technology Department in Raymond upon request and at designated times.
7. Devices should always be in a secured area when leaving them at your job site overnight.
8. Proper care must be taken with the device:
 - Do not leave the device in a hot car
 - Keep your device away from food and drink; and
 - Do not place stickers on the device's casing
9. Devices may only be used by employees. They may not be used by family members (children, spouse, etc.) or friends. They are for work related activities only.
10. A Hand Receipt form must be signed and on file with the fixed asset representative at your school and the district fixed asset representative.
11. This memo must be signed and on file with the principal or designee.

Please sign that you have read and agree to the guidelines as stated above:

Signature

Date

Name

HCSD Asset Tag Number

Approved

Date

Items: ☐ Device ☐ Carry Case ☐ Clear Case ☐ Power Adapter Other: _____



New Health Insurance Marketplace Coverage Options and Your Health Coverage

Form Approved
OMB No. 1210-0149
(expires 5-31-2020)

PART A: General Information

When key parts of the health care law take effect in 2014, there will be a new way to buy health insurance: the Health Insurance Marketplace. To assist you as you evaluate options for you and your family, this notice provides some basic information about the new Marketplace and employment-based health coverage offered by your employer.

What is the Health Insurance Marketplace?

The Marketplace is designed to help you find health insurance that meets your needs and fits your budget. The Marketplace offers "one-stop shopping" to find and compare private health insurance options. You may also be eligible for a new kind of tax credit that lowers your monthly premium right away. Open enrollment for health insurance coverage through the Marketplace begins in October 2013 for coverage starting as early as January 1, 2014.

Can I Save Money on my Health Insurance Premiums in the Marketplace?

You may qualify to save money and lower your monthly premium, but only if your employer does not offer coverage, or offers coverage that doesn't meet certain standards. The savings on your premium that you're eligible for depends on your household income.

Does Employer Health Coverage Affect Eligibility for Premium Savings through the Marketplace?

Yes. If you have an offer of health coverage from your employer that meets certain standards, you will not be eligible for a tax credit through the Marketplace and may wish to enroll in your employer's health plan. However, you may be eligible for a tax credit that lowers your monthly premium, or a reduction in certain cost-sharing if your employer does not offer coverage to you at all or does not offer coverage that meets certain standards. If the cost of a plan from your employer that would cover you (and not any other members of your family) is more than 9.5% of your household income for the year, or if the coverage your employer provides does not meet the "minimum value" standard set by the Affordable Care Act, you may be eligible for a tax credit.¹

Note: If you purchase a health plan through the Marketplace instead of accepting health coverage offered by your employer, then you may lose the employer contribution (if any) to the employer-offered coverage. Also, this employer contribution—as well as your employee contribution to employer-offered coverage—is often excluded from income for Federal and State income tax purposes. Your payments for coverage through the Marketplace are made on an after-tax basis.

How Can I Get More Information?

For more information about your coverage offered by your employer, please check your summary plan description or contact Angela Kirkland, Benefits Specialist.

The Marketplace can help you evaluate your coverage options, including your eligibility for coverage through the Marketplace and its cost. Please visit HealthCare.gov for more information, including an online application for health insurance coverage and contact information for a Health Insurance Marketplace in your area.

¹ An employer-sponsored health plan meets the "minimum value standard" if the plan's share of the total allowed benefit costs covered by the plan is no less than 60 percent of such costs.

The information below corresponds to the Marketplace Employer Coverage Tool. Completing this section is optional for employers, but will help ensure employees understand their coverage choices.

13. Is the employee currently eligible for coverage offered by this employer, or will the employee be eligible in the next 3 months?

☒ **Yes** (Continue)

13a. If the employee is not eligible today, including as a result of a waiting or probationary period, when is the employee eligible for coverage? _____ (mm/dd/yyyy) (Continue)

☐ **No** (STOP and return this form to employee)

14. Does the employer offer a health plan that meets the minimum value standard*?

☒ Yes (Go to question 15) ☐ No (STOP and return form to employee)

15. For the lowest-cost plan that meets the minimum value standard* offered only to the employee (don't include family plans): If the employer has wellness programs, provide the premium that the employee would pay if he/she received the maximum discount for any tobacco cessation programs, and didn't receive any other discounts based on wellness programs.

a. How much would the employee have to pay in premiums for this plan? \$ 20.00

b. How often? ☐ Weekly ☐ Every 2 weeks ☐ Twice a month ☒ Monthly ☐ Quarterly ☐ Yearly

If the plan year will end soon and you know that the health plans offered will change, go to question 16. If you don't know, STOP and return form to employee.

16. What change will the employer make for the new plan year? _____

☐ Employer won't offer health coverage

☐ Employer will start offering health coverage to employees or change the premium for the lowest-cost plan available only to the employee that meets the minimum value standard.* (Premium should reflect the discount for wellness programs. See question 15.)

a. How much would the employee have to pay in premiums for this plan? \$ _____

b. How often? ☐ Weekly ☐ Every 2 weeks ☐ Twice a month ☐ Monthly ☐ Quarterly ☐ Yearly

* An employer-sponsored health plan meets the "minimum value standard" if the plan's share of the total allowed benefit costs covered by the plan is no less than 60 percent of such costs (Section 36B(c)(2)(C)(ii) of the Internal Revenue Code of 1986)

HINDS COUNTY SCHOOL DISTRICT
PROCEDURES FOR CERTIFIED AND CLASSIFIED EMPLOYEES
ENTERING LEAVE TIME & MISSED PUNCH PROCEDURE

Hinds County School District certified, and classified employees are required to clock in and out daily.

Employees must enter leave (sick, personal, professional, jury duty) in Active Resources by Tuesday of the week following and absences. Employees can review their attendance when clocking in daily.

Employees should NOT enter FMLA or COVID-19 Leave into Active Resources.

HOW TO CHECK YOUR ATTENDANCE and MISSING PUNCHES AT ACTIVE RESOURCES:

1. Login into "ACTIVE RESOURCE"
2. Click on "Employee"
3. Complete the following to "review your punches for the week/month/pay period."
 - Click on "Clock Time"-under filter options.
 - "Change Begin Date"-to the start of the week/month/pay period.

If you find missed punches do the following:

- "Complete a Time Clock Change Request Form" which you can print from the district's website under Business Service, Documents and Forms.
- Once completed your Principal/Supervisor will sign/date if approved for the change to be made on the clock.
- The "Attendance Secretary" will make the correction and submit a copy of the form with the time sheet for that week to Payroll.

If you have missed a day(s) from work complete the following:

- Go to "Leave"
- Edit "Beginning and End Date"
- Click on "Manage Leave Request"
- Click the "Drop down to Select the Leave Type".
- Enter "Leave Date"
- Enter the "Numeric Value" next to leave type (.5= Half Day and 1=Full Day)
- Click "Request Leave"

I understand that it is my responsibility to make sure all missing leave and missed punches are fixed weekly by the Tuesday of the week following the absence(s).

Failure to follow this procedure will result in payroll automatically deducting sick and/or personal time from your available leave beginning March 10, 2021. If no leave is available, full pay deductions will be applied.

Name: _____ Date: _____

HINDS COUNTY SCHOOL DISTRICT

GENERAL CONFIDENTIALITY AGREEMENT

Check one: ☐ HCSD Employee ☐ Contractor's Employee (Company's Name) _____

I, the undersigned, either employed directly by HCSD or employed as a contracted employee of a third-party service provider, have reviewed, and understand the following statements:

1. I agree to preserve the confidentiality of all records/documents that I view or have access to during my employment/assignment.
2. I understand that all school district, school, and school employee records/documents that contain Protected Health information (PHI), Personally identifiable Information (PII) or Sensitive Personal Information (SPI) are considered confidential and should not be used for purposes other than intended.
3. I understand that HCSD defines "records/documents" to include but not be limited to, all student records, all employee records related to hiring, job performance, employment related agreements, compensations, termination, medical records, workers' compensation claims, leave documents, Form I-9s, disciplinary actions, Social Security Numbers, computer passwords, bank account numbers, background checks or any other records that contains PHI, PII, or SPL.
4. I understand that I have an ethical and legal obligation to protect all school district information used or obtained during the performance of my duties.
5. I understand that all policies on confidentiality apply equally to data stored on or accessed via computer as well as information contained in paper records.
6. I understand that the unauthorized use of, or access to, any school district data may result in discipline up to and including termination. In the case of contracted employees, the contractor may face removal from the assignment. Violation or breach of confidentiality, with regards to HIPPA, FERPA or any law related to privacy, may also create civil or criminal liability.
7. I understand that I may not disclose ore post photos of or information about either employees or students verbally, in writing or through personal social media or the internet, unless authorized by the Superintendent or his/her designee. "Personal is defined as non-HCSD social media sites.
8. I understand that when in doubt about the confidentiality of any record or my ability to legally disclose information, I agree to consult with my supervisor before disclosing any information.
9. This agreement is given in consideration for my continued employment/assignment.
10. The terms of this agreement remain in effect during and after my employment/assignment with the Hinds County School District.

I, the undersigned, acknowledge that I have reviewed the training materials provided by the district on certain privacy laws and I understand my responsibility to protect information and keep it confidential. I further understand and agree that the consequences of a violation of the above statements my result in disciplinary action up to termination of employment or removal from an assignment, loss of privileges, or legal action.

Signature: _____

Date: _____

Print Name _____

Employee Number _____

Monitoring Access to Confidential Information

*All District information will be monitored for appropriate use of inappropriate access. Confidentiality violations will be reported immediately to the appropriate Director, Principal, or Superintendent. All staff and employees are responsible for immediately reporting any apparent violations of this confidentiality policy to their supervisor for action.

LEFT BLANK ON PURPOSE

Employee Handbook Receipt and Acknowledgement:

I have received a copy of the Hinds County School District's Employee Handbook, and by my signature below, I agree to comply with all of the policies and procedures described in the handbook. In addition, I have been directed to the District's website to locate the latest version of the Staff Handbook at www.hinds.k12.ms.us at any time.

"At-Will" Employees

I understand and agree that I am an "employee-at-will". I understand my employment is for a specified period of time, and that either the District or I may terminate employment at any time. I understand the policies described in this handbook do not explain every employment situation. These are merely guideline. Further, I acknowledge the employee handbook is NOT an employment contract, nor is it intended to create any contractual rights, obligations, or guarantees of my employment with the District.

Licensed Employees

I understand I am a "licensed" employee. I understand the policies described in this handbook do not explain every employment situation. These are merely guideline. I understand that district management, in accordance with legitimate district considerations, may make exceptions and clarifications to these policies. Further, I acknowledge that the District may add, change, or delete any policy in this handbook with or without notice.

If I have any questions about any policy in this handbook, I understand I may talk to my primary supervisor, Human Resources, or the Superintendent.

Check Applicable: _____ At-Will Employee _____ Licensed Employee

Policy Staff Agreement

I understand the following requirement are set forth by the policies and procedures of the HCSD. These requirements are found in the HCSD Handbook and website www.hinds.k12.ms.us under the headings "Administration" and "School Board". By signing this page, I certify that I understand these policies and/or procedures listed below. I also understand that more details about these and other policies can be found on the district website.

1. MDE Ms. Code of Ethics Policy
2. Dress Code Policy
3. Supervising Adult Code of Conduct
4. Attendance Statement
5. Asthma
6. Bullying/Suicide
7. Safety/Emergency Drills
8. Sexual Harassment Procedures
9. Sick, Personal, Professional Leaves
10. FMLA
11. Purchasing Guidelines
12. Public Conduct Policy & Visitors to the School
13. Smoke Free Buildings
14. Use of Private Vehicles for School Purposes

15. Employee/Employer Sexual Misconduct
16. Staff Protection
17. Grievance Procedures
18. Disclaimer of Employment Recommendations
19. Professional Personnel Suspension Dismissal
20. Professional Personnel Non-School Employment Form
21. Employment At Will Agreement
22. Sex Related Education
23. Extended School Year
24. Grading Scale
25. Promotion and Retention
26. Truancy
27. School Searches
28. Corporal Punishment Policy
29. Student Bullying
30. Student Health Services/Medicines/Medication Asthma
31. Health and Wellness
32. Off Campus Student Educational Activity
33. Use of Educational Technology Resources
34. Email Usage Policy
35. Family Educational Rights and Privacy Act (FERPA)
36. Use of Technology
37. Marketplace Insurance Coverage Notice
38. HCSD Procedure for Certified/Classified Leave/Missing Punches
39. Confidentiality Form
40. HCSD Response Training for COVID-19
41. Drug Free Workplace
42. Drug and Alcohol Testing Policy

Added: (If an employee is injured while on a school district campus, while attending a school sponsored event, while participating in an approved professional development or while traveling to or from a school/district sponsored or approved event a drug/alcohol test will be required.)

Printed Name

Signature

Date

I have also received:

HEALTH INSURANCE MARKETPLACE COVERAGE NOTICE

I, _____ acknowledge that I have read the Health Insurance Marketplace Coverage Notice.

Signature: _____

Date: _____