

# Columbus Municipal School District



## Federal Programs Parent Handbook

**2015-2016**

A Handbook Designed to Inform Parents about the Policies and  
Procedures of Title I Programs in Our District

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The Columbus Municipal School District does not discriminate on the basis of race, color, national origin, sex, disability, religion or age in the admission to and provision of educational programs, activities and services or employment opportunities and benefits.



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## Columbus Municipal School District

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**Federal Programs Parent Notifications  
Columbus Municipal School District**

**2015-2016**

Please check and sign below. Return pages 4, 5, and 6 of this handbook to your teacher no later than **Friday August 7, 2015**. Thank you.

\_\_\_\_\_ **Yes**, I have read and reviewed the following documents:

- Title I Parent Student Teacher Compact
- Parental Involvement Policy LA (NCLB-F1)
- Title I Parental Involvement and Complaints Policy LAA
- Annual Principal Verification: Highly Qualified Staff Requirements (NCLB-A6)
- Annual Parent Notice: Right to Request Teacher Qualifications (NCLB-A1b)
- Limited English Proficiency Instruction Policy IK (NCLB Section 3116)
- Home Language Survey (NCLB-Bla)
- Education for Homeless Children and Youth Policy JQN (NCLB-J1)
- Homeless Survey (NCLB Section 721(2))

Please take a few moments to provide suggestions for additions or changes to the Parental Involvement Policy.

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Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Title I Parent Student Teacher Compact  
Columbus Municipal School District**

**PARENT/GUARDIAN AGREEMENT**

(Any person who is interested in helping this student may sign in lieu of the parent.)

I want my child to achieve; therefore, I will encourage him or her by doing the following:

\_\_\_\_\_ See that my child is punctual and attends school regularly.

\_\_\_\_\_ Support the school in its efforts to maintain proper discipline.

\_\_\_\_\_ Establish a time for homework and review it regularly.

\_\_\_\_\_ Provide a quiet, well-lighted space for study.

\_\_\_\_\_ Encourage my child's efforts and be available for questions.

\_\_\_\_\_ Stay aware of what my child is learning.

\_\_\_\_\_ Provide a library card for my child.

\_\_\_\_\_ Read with my child and let my child see me read.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

**STUDENT AGREEMENT**

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to the rules of school conduct.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**TEACHER AGREEMENT**

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide homework assignments to students.
- Provide necessary assistance to parents so that they can help with assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

**PRINCIPAL AGREEMENT**

I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent, and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**Section:** L Organizational Relations  
**Policy Code:** LA Parental Involvement

### **Policy: Parental Involvement**

It shall be the policy of the Columbus Municipal School District (CMSD) to develop jointly with parents a policy, which outlines the minimum requirements, for parental involvement to be used at sites across the district. This policy shall be distributed to parents via the Student Handbook, which is distributed to all students at the beginning of each year. This policy will be distributed to and discussed with staff at the beginning of each school year. Further, this policy will be amended as needed according to the requirements of current federal law.

#### Written Contracts

Each school participating in Title I will provide a parent compact outlining the parents' and school's roles in the successful operation of the program. The type of compact used at each site will have been approved by the site's School Planning Team.

At the beginning of each school year, a letter will be sent to the parents of each Title I eligible child. This letter will describe the program offered at the site, provide details about the curriculum in use of the school, and provide information regarding the types of assessment used to measure student progress, levels of proficiency students are expected to meet.

#### District Responsibilities

The coordination and integration of funds and programs, the provision of technical assistance and other support, the identification of barriers to greater parental participation, and the annual evaluation of program content and effectiveness will be the responsibility of the district. This coordination will extend to agencies and organization such as Head Start, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool programs.

School sites will convene regular meetings at times convenient to parents throughout the school year to discuss the program's operation and site needs. The School Planning Team at each site will determine the frequency of the meetings.

Each school site will convene an annual meeting, at a time convenient to parents of participating children, to inform them of the district's participation and their right to be involved in program development.

#### Use of Funds

Each school site will reserve, and utilize yearly, at least one percent (1%) of its total allocation for parental involvement activities. These funds may be used for, but may not be limited to, family literacy development, transportation, childcare, parenting skills development, etc.

Funds will be used to meet, in order of priority, the identified needs of the sites.

## Parental Comments

Non-satisfactory written parental comments from parents of participating children shall be submitted to the LEA's district level office from each site to be forwarded to the state educational agency (SEA).

Responses to written unsatisfactory parental comments will occur within one week of the written comment's receipt. These responses will originate from the site administrator (with a copy to the LEA office) or from the LEA office, if appropriate.

## Accessibility

CMSD, to the extent possible, will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form such parents understand.

SOURCE: Columbus Municipal School District, Columbus, Mississippi

LEGAL REF: Improving American's Schools Act (IASA) Section 1118 & 1112 (1994)

### **Exhibits:**

### **Regulations:**

**References:** MPSAS – Public School Accountability Standards

**Original Adopted Date:** 8/13/2001

**Approved/Revised Date:**

**Status:** Adopted

**Record Id:** 91846

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**Section:** L Organizational Relations

**Policy Code:** LAA Title I Parental Involvement

**Policy: Title I – Parental Involvement and Complaints**

To comply with the regulations governing the administration of Title I of the Improving America's School Act of 1994, Columbus Municipal School District adopts the following policies to assure compliance with the provisions concerning parental involvement in the administration, planning, and operation of this program.

1. There will be convened, at least once annually, a general meeting to whom all parents of children participating in Title I programs will be invited. The purpose of the meeting will be to explain the Title I program and to give the parents an opportunity to furnish input and to increase the amount of parental involvement in the education of their children.
2. It will be the policy of the Columbus Municipal School District Board of Trustees to require that each parent of a student who is enrolled in a Title I program be contacted within two weeks of the time that activities begin to have explained the purpose of the program, the activities involved, and to furnish the parent different ways to become involved in the education of their children.
3. Parental inquiries about the program's operation will be addressed within ten (10) days of receipt of the Title I administrative staff.
4. Students who standardized test scores are included in the annual evaluation will have been in attendance at school at least 75% of time, 136 days, during the year.
5. Program Improvement Plan will be developed and implemented by all buildings not meeting required gains.
6. The district will provide materials and suggestions to parents to help promote the education of their children at home.
7. The district will disseminate project information concerning the Title I program.
8. The district will establish School Planning Teams consisting of parents and representatives of all segments of the school community, for the purpose of:
  - a. Soliciting parents' suggestions in the planning, development, and operation of the program.
  - b. Providing timely responses to parents' recommendations.

The parental involvement program will be assessed annually by the Special Program Coordinator and other persons designed by the district's Superintendent to ascertain the program's effectiveness, strengths, and weaknesses. The findings of this group will be formally reported to all Title I personnel during the initial staff development session of each upcoming year.

SOURCE: Columbus Municipal School District; Columbus, Mississippi

LEGAL REF: Educational Consolidation Improvement Act of 1981

**Exhibits:**

**Regulations:**

**References:**

**Originally Adopted Date:** 8/13/2001

**Status:** Adopted

**Record Id:** 91837

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**Annual Principal Verification: Highly Qualified Staff Requirements  
Columbus Municipal School District**

**2015-2016**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Guardian:

Our school qualifies for Title I funding under the federal *No Child Left Behind Act* (NCLB) of 2001. This Act requires that certain teachers and paraprofessionals meet specific requirements that qualify them as "highly qualified". This public notice is verification that our school met, or is making progress toward meeting, the following goals by the end of the 2014-2015 school year.

- All teachers teaching core academic subjects are highly qualified.
- All Title I teachers hired before January 2002 are highly qualified.
- All Title I paraprofessionals hired before January 2002 are highly qualified.

Copies of this verification are maintained at the school and the district office and upon request, are made available to any member of the community.

**NCLB Requirements for Teachers and Title Paraprofessionals**

<b>Teachers</b>	Requirements Met?	
	Yes	No
1. All Title I Teachers hired as of 2014-2015 school year are highly qualified.	✓	
2. There are annual increases in the percentage of teachers who are highly qualified and teach core academic subjects.	✓	
3. There are annual increases in the percentage of teachers participating in professional development to become highly qualified and successful classroom teachers.	✓	
4. All teachers are currently highly qualified.	✓	

<b>Title I Paraprofessionals</b>	Requirements Met?	
	Yes	No
1. All paraprofessionals hired as of January 2013 are highly qualified.	✓	
2. All paraprofessionals have a high school diploma or equivalent.	✓	
3. All paraprofessionals are assigned appropriate duties as required by federal rules and regulations.	✓	
4. Any paraprofessional that is not highly qualified is participating in professional development to become highly qualified by the end of the 2014-2015 school year.	✓	

\_\_\_\_\_  
Principal's Name (Please Print)

\_\_\_\_\_  
Principal's Signature

**Annual Parent Notice: Right to Request Teacher Qualifications  
Columbus Municipal School District**

**2015-2016**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Guardian:

Our district receives federal funds for Title I programs that are part of the *No Child Left Behind Act of 2001 (NCLB)*. As a result, the district is required to give certain notices to parents.

You have the right to request information regarding the professional qualifications of your child's teachers and paraprofessionals. If you request this information, the district or the school will provide you with this information as soon as possible:

- a. If the teacher has met state licensing requirements for the grade level and subject in which the teacher is providing instruction;
- b. If the teacher is teaching under an emergency status for which state licensing requirements have been waived;
- c. The type of college degree, major of the teacher, and the field of discipline for any graduate degree or certificate;
- d. If your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications.

If you would like to request this information, please contact your child's school.

\_\_\_\_\_  
Principal's Name (Please Print)

\_\_\_\_\_  
Principal's Signature

**Section:** I Instructional Program

**Policy Code:** IK Limited English Proficiency Instruction

**Policy: Limited English Proficiency Instruction**

THIS POLICY COMPLIES WITH THE REQUIREMENTS OF THE NO CHILD LEFT BEHIND ACT OF 2001

The Columbus Municipal School District Board of Education will provide a program of language instruction to students who have limited proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental notification.

**IDENTIFICATION**

Students who meet any one of more of the following criteria shall be identified as being limited in English proficiency. A student who:

1. was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
2. is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency; or
3. is migratory and who native language is other than English and comes from an environment where a language other than English is dominant; and
4. who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

**REQUIREMENTS**

If the district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in a specified program.
2. Students will participate in regular assessments in a manner that will yield an accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.

3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives subgrants).
4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
  - a. Their child's level of English proficiency and how such a level was assessed.
  - b. The status of their child's academic achievement.
  - c. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
  - d. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
  - e. Exit requirements for the program.
  - f. If a child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds. For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

SOURCE: Columbus Municipal School District; Columbus, Mississippi

LEGAL REF: P. L. 107-110 – Special Education Programs II – Testing Programs

**Exhibits:**

**Regulations:**

**References:**

**Originally Adopted Date:** 9/13/2010

**Status:** Adopted

**Record Id:** 83096

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**Columbus Municipal School District**

**HOME LANGUAGE SURVEY\*  
2015-16**

The Office of Civil Rights (OCR) requires that LEAs identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Mississippi has selected the Home Language Survey as the method for the identification. The HLS must be administered to all students at enrollment.

Date: \_\_\_\_\_ School: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

1. What is/was the first language your child learned to speak?  
\_\_\_\_\_

2. Does the student speak a language(s) other than English?  
(Do not include languages learned in school.)

Yes  No If yes, specify the language(s): \_\_\_\_\_

3. What language does your child speak most often? \_\_\_\_\_

4. What language(s) is/are spoken in your home? \_\_\_\_\_

*(If one or more of questions 1-4 indicate a language other than English, the student must be administered the W-APT).*

5. Has the student attended any United States school in any 3 years during his/her lifetime?

Yes  No If yes, complete the following:

Name of School	State	Dates Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

Person completing this form (if other than parent/guardian): \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_

\*The LEA has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the LEA has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the LEA may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the LEA in the future.

**Section:** J Students

**Policy Code:** JQN Education for Homeless Children and Youth

**Policy: Education for Homeless Children and Youth**

THIS POLICY COMPLIES WITH THE REQUIREMENTS OF THE NO CHILD LEFT BEHIND ACT OF 2001

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to the district school in the attendance in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the district's liaison for homeless students.

The superintendent or designee will produce written guidelines for distribution to each school that explains the rights of homeless students and the responsibilities of the schools to meet their needs and eliminate barriers to school attendance. This information shall also be disseminated in writing and by other means designed to raise awareness of these rights and responsibilities to staff, homeless families and students, the public, and homeless service providers.

**DEFINITIONS**

For the purpose of this policy, children are deemed to be homeless under the following conditions:

1. A child who is lacking a fixed, regular, or adequate nighttime residence and who has a primary residence that is publicly or privately operated shelter designed to provide temporary living accommodations, a temporary residence prior to being placed in an institution, or a place not designed or ordinarily used as a regular sleeping accommodation for human beings.
2. A child who is placed in a transitional or emergency shelter before placement in a foster home or home for neglected children.
3. A child who is temporarily living in a trailer park or camping area due to lack of adequate living accommodations.
4. A child who is in doubled-up accommodations due to loss of housing or other similar situation.
5. A child who is placed in a foster home due to lack of shelter space.

6. A migratory child who is staying in accommodations not fit for human habitation.
7. A child who has run away from home and lives in a runaway shelter, abandoned building, the street, or other inadequate accommodations.
8. A child who is placed in a state institution because he/she has no other place to be.
9. A child who has been abandoned by his/her family and is staying in a hospital.
10. A child whose parents or guardian will not permit him/her to live at home and who lives on the street, or other inadequate accommodations.
11. School-age unwed mothers or expectant mothers who are living in homes for unwed mothers because they have no other available living accommodations.

#### SERVICES TO BE PROVIDED

1. Pursuant to and in compliance with the requirements of the Stewart B. McKinney Homeless Assistance Act of 1990, 42USC11431, it shall be the policy of this school district, to the extent practicable under requirements relating to education established by state law, that each eligible child of a homeless individual and each eligible homeless youth will have access to a free appropriate education comparable to the education provided the children of district residents who are non-homeless, without isolation or stigma.
2. The placement of an eligible homeless child or youth will be made according to Policy JBCCA Assignment of Pupils, and will take into consideration the best interests of the homeless child or youth and placement requests made by a parent.
3. The choice of placement in either the "school of origin" or the school serving the "place of abode" will take place regardless of whether the child or youth is living with the homeless parent(s) or has been temporarily placed elsewhere by the parent(s).
4. Provided the homeless child or youth meets eligibility criteria, he/she will be provided transportation services; compensatory education programs for the disadvantaged; educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meals programs.
5. Any and all records ordinarily kept by this school district, including immunization records, academic records, birth certificates, guardianship records, evaluations for special services and programs shall be kept on homeless children and youth and shall be forwarded in a timely fashion should a child or youth enter a new school or school district; and in a manner consistent with S1232g of Title 20.
6. Should this school district received assistance in S11432 of the Act, it shall coordinate with local social service agencies and other agencies or programs providing services to such children or youth and their families.

7. Should this school district receive assistance under S11432 of the Act, it shall designate a homeless liaison to ensure that homeless children and youth enroll in and succeed in the school of their district; and, homeless families, children and youth receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services, and other appropriate services.
8. The homeless liaison shall inform school personnel, service providers, and advocates working with homeless families of the duties of the liaison.
9. The school district has and will continue to review and revise, to the extent practicable under the requirements relating to education established by state law, any policies that may act as barriers to the enrollment of homeless children and youth in schools selected in accordance with paragraphs 2, 3, and 4 above.
10. In reviewing and revising such policies, to the extent practicable under the requirements relating to education established by state law, consideration shall be given to issues concerning transportation, requirements of immunization, residency, birth certificates, school records, or other documentation and guardianship.
11. Disputes which may arise regarding the assignment of a homeless child or youth will be promptly resolved according to the provisions of Policy JBCCA Assignment of Pupils. Other issues or disputes will be directed to the attention of the school official responsible for that particular matter for prompt resolution. If the dispute cannot be resolved locally, any aggrieved party make written request for a review of the matter to:

Coordinator of the Homeless Program  
Mississippi Department of Education  
P. O. Box 771  
Jackson, MS 39205

SOURCE: Columbus Municipal School District; Columbus, Mississippi

LEGAL REF: McKinney-Vento Homeless Education Assistance Improvements Act of 2001;  
P. L. 107-110 (No Child Left Behind Act of 2001)

**Exhibits:**

**Regulations:**

**References:**

**Originally Adopted Date:** 9/13/2010

**Status:** Adopted

**Record Id:** 83105

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# Columbus Municipal School District

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Craig Shannon  
Deputy Superintendent

Pamela Barr-Lenoir  
Assistant Superintendent

Bruce Pugh  
Testing and Special Services Coordinator

## McKinney-Vento Student Survey

2015-16

*This form is intended to address the requirements of the McKinney-Vento Act (Title X, Part C of the No Child Left Behind Act). The question below is to assist in determining if the student meets the eligibility criteria for services provided under the McKinney-Vento Act.*

Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### ***Where does the student reside / sleep at night? (Check all that apply.)***

\_\_\_\_\_ A house, apartment, mobile home, etc. with mother, father, or guardian.

\_\_\_\_\_ Temporarily with more than one family in a house, mobile home, or apartment (because the family does not have a place of its own)

\_\_\_\_\_ In a shelter

\_\_\_\_\_ In a motel/hotel

\_\_\_\_\_ In a car

\_\_\_\_\_ At a campsite

\_\_\_\_\_ In another location that is not appropriate for people (e.g., an abandoned building)

\_\_\_\_\_ In an arrangement that is not fixed, regular, and adequate and is not described by the other choices

\_\_\_\_\_ Other (specify) \_\_\_\_\_



**Disclaimer Statement: All policies in this handbook are subject to change due to updates from USDE, MDE, and/or district office.**

The Columbus Municipal School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Mr. Craig Shannon, Deputy Superintendent/Federal Programs Director  
Brandon Central Services Center  
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