2019-2020

STUDENT
HAND BOOK

CLARKSDALE
MUNICIPAL SCHOOL DISTRICT

Education of Our Children is Our TOP PRIORITY

526 S Choctaw Street., P.O. Box 1088, Clarksdale. MS 38614
Phone: 662.627.8500 - Fax: 662.624.9405 - www.cmsdschools.org
MISSION STATEMENT

The Clarksdale Municipal School District will provide innovative and quality educational programs that focus on the individual development of every student.

DISTRICT GOALS

Goal 1: Student achievement will increase each year

Goal 2: There will be a safe and orderly school climate in every school

Goal 3: An increasing number of students will experience a positive K-12 education

Goal 4: The School District will maintain a sound financial fund balance
Dear Parents and Guardians,

Welcome back to another school year in the Clarksdale Municipal School District. The CMSD is preparing for a great year for you and your children. Our faculty and staff are dedicated to providing a high-quality education and a safe learning environment for every student.

The Student Handbook is a source of information for answers to frequently asked questions. There is an online version of the Student Handbook on the school district website, https://www.cmsdschools.org/, a hard copy form at each school, or a hard copy can be obtained from the Clarksdale Municipal School District Central Office. We look forward to serving the students in our community this year.

Joe Nelson, Ph.D.
Superintendent
NON-DISCRIMINATION STATEMENT

The Clarksdale Municipal School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies.

Dr. Manika Kemp – Title IX Coordinator
526 South Choctaw Street
Clarksdale, MS 38614
662-627-8500, ext. 1019

Dr. Toya Harrell-Matthews – 504 Coordinator
526 South Choctaw Street
Clarksdale, MS 38614
662-627-8500, ext. 1042
Clarksdale Municipal School District Information
Clarksdale Municipal School District
Mailing Address: P.O. Box 1088
Physical Address: 526 S. Choctaw Street
Web Address: www.cmsdschools.org
Phone 662.627.8500, Fax 662.624.9405

Board of Trustees

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Dr. Toya Harrell-Matthews, Assistant Superintendent
Dr. Manika Kemp, Director of Federal Programs
Amanda S. Bell, Director of Technology
Kamilah Woods, Business Manager
Wilma McIntosh, Director of Food Service
Stephanye Moton, Director of Special Services
Rodger Fullilove, Director of Support Services and Special Projects
Clarksdale Schools Listing/Contact Information

Clarksdale High School
Grades 10-12
Herbert Smith, Principal
1101 Wildcat Drive
Phone 662.627.8530

Carl Career Technical Education Center
Shirlaurence Fair, Director
1050 Walnut Street
Phone 662.627.8580

J.W. Stampley 9th Grade Academy
Grade 9
Dr. Clarence Hayes, Principal
301 Washington Avenue
Phone 662.627.8570

W. A. Higgins Middle School
Grades 7-8
Debra Ware, Principal
1749 Chestnut Street
Phone 662.627.8550

Oakhurst Intermediate Magnet Academy
Grades 5-6
Principal
120 West Second Street
662.627.8560

Booker T. Washington Elementary, International Studies Magnet School
Grades PK-4
Brenda Miller, Principal
1800 Sunflower Extended
662.627.8567

George H. Oliver Elementary School, Visual and Performing Arts Magnet School
Grades PK-4
Shawneequa Beal, Principal
871 Ritchie Avenue
662.627.8605

Heidelberg STEAM Magnet Elementary School
Grades PK-4
Cornishee Bruce-Sims, Principal
801 Maple Street
662.627.8577

Kirkpatrick Health and Medical Science Magnet Elementary School
Grades PK-4
SuzAnne Walton, Principal
1101 Smith Street
662.627.8588

Ombudsmen – Alternative Route
Lucinda Carter, Director
135 Washington Avenue
662.627.8595
PART I: GENERAL EXPECTATIONS

The Clarksdale Municipal School District agrees to implement the following statutory requirements:

- The Clarksdale Municipal School District will have operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with section 1118 of Every Student Succeeds Act (ESSA). Those program, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with section 1118, the Clarksdale Municipal School District will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESSA, and each will include a school-parent compact consistent with section 1118(d) of the ESSA.

- The Clarksdale Municipal School District will incorporate a district wide parental involvement policy into its LEA plan developed under section 1112 of the ESSA.

- In carrying out the Title I, Part A parental involvement requirements, the Clarksdale Municipal School District and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children. This will include providing information and school reports required under section 1111 of the ESSA in an understandable format, alternative formats upon request, and, to the extent practicable, in language that parents understand.

- If the Clarksdale Municipal School District Parental Involvement Policy for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, the Clarksdale Municipal School District will submit any parent comments with the plan when the Clarksdale Municipal School Districts submits the plan to the Mississippi Department of Education.

- The Clarksdale Municipal School District will involve the parents of participating children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is utilized, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

- The Clarksdale Municipal School District will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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

  (A) that parents play an integral role in assisting their child’s learning;

  (B) that parents are encouraged to be actively involved in their child’s education at school;

  (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
PART II: DESCRIPTION OF HOW THE CLARKSDALE MUNICIPAL SCHOOL DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Clarksdale Municipal School District will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of the ESSA:

- Annual Parent Title Meetings to inform parents of their participation in the Title I involvement requirements and their rights to be involved
- Need for School-Parent Compact
- Provide all parents with copy of school district/LEA parent involvement policy each year
- Obtain feedback from parents using session evaluations and comprehensive needs results
- Meeting with School Advisory Team (SAT) to discuss survey results
- Holding parent meetings to discuss and implement any policy changes
- Providing information to participating parents in such areas as understanding the state and local content standards, state and local academic assessments, monitoring individual student achievement, the requirements of Title 1, and working with school staff to improve the achievement of students.
- Providing requested training such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children’s achievement.
- Providing resource materials and activities such as school wide parent nights, maintain a school website, and newsletters in order to provide information on a wide variety of topics including child development and reinforcing academic skills at home.
- Coordinating and integrating parental involvement strategies and activities with other district programs and grants such as Head Start, Migrant Program, and Drug Free.
- Assisting schools in identifying barriers to greater parental participation in order to maximize the opportunities for parents to participate in school related activities.

2. The Clarksdale Municipal School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Hold meeting with School Parent Advisory Team to review draft of Schoolwide Program Plan
- Implement recommendations by Parent Committee
- Share Plan with District Parents
- Complete review process annually with Parent Committee

3. The Clarksdale Municipal School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Working with existing Clarksdale Municipal School District Parental Involvement Advisory Team to ensure district is providing necessary learning tools and educational programs in accordance with guidelines of Title I Part A and ESSA.
- Meetings between School Advisory Team, Invited Parents, Administration and Staff for professional development needs and training to provide most effective teaching tools and resources to increase student achievement. Discussion to include MAAP EOC/3-8 and local assessment data and results.
- Convene Parent meetings and parent conferences at a convenient time to parents during the day and offer a flexible number of additional parental involvement meetings, such as in the morning or
evening, so that as many parents as possible are able to attend. Invite to this meeting all parents of children participating in Title I, Part A programs, and encourage them to attend.

4. The **Clarksdale Municipal School District** to the extent feasible will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool and Day Care Center programs by:

- Inviting program members to participate in parent night meetings held during the school year.
- Inviting program members to participate in professional development activities.
- Organizing and participating in joint transition-related training of school staff, Head Start staff and other early childhood development programs including the districts Pre-Kindergarten staff.
- Conduct meetings involving parents and programs participants to discuss development and assessments needs of individual children.

5. The **Clarksdale Municipal School District** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The Clarksdale Municipal School District will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

- Working with existing Clarksdale Municipal School District Parent Advisory Team to ensure that the district is providing necessary learning tools and educational programs in accordance with guidelines of Title I Part A and ESSA.
- The Instructional Team will facilitate the alignment of current curriculum with developed Title 1 Programs. The catalyst for integration will be innovative technology to assist the needs of all children.
- The program/policy will be evaluated initially by the Clarksdale Municipal School District Parent Advisory Team on meeting the needs of all students with concentrations in the areas of reading, writing, speaking, listening and mathematics.
- Program/policy evaluation findings will be shared with parents via meetings, surveys and other means of communication to work collectively to update and improve policies as needed.
- Policy(s) will be reviewed at a minimum annually by the Clarksdale Municipal School District Parent Advisory Team.
- Activity evaluations will be completed after each session, tallied and discussed during the Clarksdale Municipal School District’s Annual Parent meeting and with the District Parent Advisory Team for the purpose of future planning.

6. The **Clarksdale Municipal School District** will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The **Clarksdale Municipal School District** will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as
appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- Provide assistance to Title I parents as appropriate in understanding standards, state and local assessments, the requirements of Part A, monitoring a child’s educational programs and working with educators by conducting workshops at local schools and Parent Center.
- Provide parents with access to Clarksdale Municipal School District website and Department of Education Websites specific to academic standards, assessments, ESSA, and Title I Part A.
- Hold Parent Meetings to discuss academic standards, types of assessments, ESSA, Title I, after school and extended school year tutoring programs.
- Parent Meetings and conferences will be held at different times during the day.

B. The Clarksdale Municipal School District will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Home Instruction Programs, Adult Literacy Training, and training on software applications for remediation and assessment to support needs of children.
- Provide after school tutoring and extended school year (summer) for children failing and not reaching proficiency levels.

C. The Clarksdale Municipal School District will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Annual Parent Title Meetings to inform parents of their participation in Title I, the Title I involvement requirements and their rights to be involved.
- Additional meetings that are devoted specifically to addressing an understanding of academic standards, assessment, enrichment and remediation for parents to support their children.
- Communicate to parents updates and changes to Federal and State policies, assessments and mandates of ESSA.
- Jointly with parents, review school-parent compact outlining how parents, the entire school staff and students share in the responsibility for improved student achievement.

D. The Clarksdale Municipal School District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Day Care Centers, public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children, by:

- Inviting program members to participate in parent night meetings held during the school year.
- Inviting program members to participate in professional development activities.
- Organizing and participating in joint transition-related training of
school staff, Head Start staff and other early childhood development programs.
  o Conducting meetings involving parents and programs participants to discuss development and assessment needs of individual children.

E. The **Clarksdale Municipal School District** will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

  o Mailings
  o Random Phone call reminders
  o Emails
  o Postings on District website
  o Newsletters
  o Social Media

**PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

The Clarksdale Municipal School District may include discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

The Clarksdale Municipal School District will:

- Establish a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Develop appropriate roles such as adopt a school, host parent meetings, or assist with the district’s afterschool activities for community-based organizations and businesses, including faith-based organizations, in parental involvement activities such as adopt a school, host parent meetings, or assist with the district’s afterschool activities.
- Train parents to enhance the involvement of other parents;
- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.

**Summary Statement**

The Clarksdale Municipal School District believes that successful schooling is a shared responsibility requiring commitment and collaboration among parents, faculty and staff. Positive parent involvement, convenient opportunities for staff/parent interaction, parent education, constructive home/school relationships and the earliest possible intervention and involvement of the family in supporting student learning are characteristics of effective programs. Each participating school will include a Parent Involvement goal in its School Improvement Plan.

**LEGAL REF.: 1111-1118- Every Student Succeeds Act (ESSA)**

**CROSS REF.: Policies LA- Parental Involvement**

LAA-R – Title I Parent Involvement Regulations
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service or you may reach us at 526 S. Choctaw Street, Clarksdale, MS 38614.
PARENTS RIGHT-TO-KNOW

Dear Parents/Legal Guardian:

In accordance with ESEA Section 1112(e)(1)(A-B) PARENTS RIGHT-TO-KNOW, the Clarksdale Municipal School District is notifying every parent of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child’s classroom teacher. This information regarding the professional qualifications of your child’s classroom teacher include, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a school that receives funds under this part shall provide to each individual parent the following:

1. Information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and
2. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified.

If you have questions, please feel free to contact the principal of the school.

Sincerely,

[Signature]
Superintendent
McKinney-Vento Student Survey

This form is intended to address the requirements of the McKinney-Vento Act (Title IX, Part A of the Every Student Succeeds Act). The question below is to assist in determining if the student meets the eligibility criteria for services provided under the McKinney-Vento Act.

Your answers will help determine if the student meets eligibility requirements for services under the McKinney-Vento Act.

Date ______________________________ School _____________________________
Student ___________________________ Age ______ Grade ______ D.O.B. ______
Parent/Guardian _____________________ Phone ____________________________
Address __________________________________________________________________

Is this address Temporary or Permanent? (circle one)

_____ House or apartment with parent or guardian
_____ Motel, car, or campsite
_____ Shelter or other temporary housing
_____ With friends or family members (other than or in addition to parent/guardian)

If you are living in shared housing, please check all of the following reasons that apply:

_____ Loss of housing
_____ Economic situation
_____ Temporarily waiting for house or apartment
_____ Provide care for a family member
_____ Living with boyfriend/girlfriend
_____ Loss of employment
_____ Parent/Guardian is deployed
_____ Other (Please explain)

Are you a student under the age of 18 and living apart from your parents or guardians?  Yes ______ No _____

Housing and Educational Rights

Students without fixed, regular, and adequate nighttime residences have the following rights:

1) Immediate enrollment in the school they last attended or the local school where they are currently staying even if they do not have all of the documents normally required at the time of enrollment without fear of being separated or treated differently due to their housing situations;
2) Transportation to the school of origin for the regular school day;
3) Access to free meals, Title I and other educational programs, and transportation to extra-curricular activities to the same extent that it is offered to other students.

Any questions about these rights can be directed to the local McKinney-Vento liaison, Dr. Manika Kemp, at 662-627-8500 or the State Coordinator, Tiffany Jones, at 601-359-3499.

By signing below, I acknowledge that I have received and understand the above rights.

Signature of Parent/Guardian/Unattached Youth __________________________ Date ________________

Signature of McKinney-Vento Liaison __________________________ Date ________________
ENROLLMENT/WITHDRAWAL INFORMATION

Clarksdale Municipal School Enrollment/Admission

Verification of Residence
Students who attend school in the Clarksdale Municipal School District must be residents of the school district and live within the designated boundaries of the school district. In accordance with state law, the district may request verification of residence for all enrollees. Students enrolling in kindergarten must be age five (5) on or before September 1st of the school year. Students who have been expelled from school in another Mississippi school district or from a school district in another state may not enroll in school in the Clarksdale Municipal School District even when residence is verified until the expulsion timeframe has expired. Upon enrollment, parent(s) must provide at least 2 forms of the following valid items.
- Filed Homestead Exemption Application form
- Mortgage documents or property deed
- Apartment or home lease
- Utility bills (not more than 30 days old)
- Driver's license with current address
- Voter precinct identification
- Automobile registration
- Affidavit and/or personal visit by a designated school district official
- Any other documentation that will objectively and unequivocally establish that the parent or guardian resides within the school district
- Certified copy of filed petition for guardianship if pending and final decree when granted

At any time that a student's address changes, the parent/guardian must provide the new address information to the principal and/or counselor's office. The school will NOT be held responsible for information not received as the result of incorrect or outdated address information.

Age Requirements
Pre-k students must be four (4) years of age on or before September 1 of the current school year in order to enroll in the Pre-kindergarten program.

Students must be five (5) years of age on or before September 1 of the current school year to enroll in Kindergarten and six (6) years of age on or before September 1 of the current school year to enroll in first grade.

Immunizations
The State of Mississippi requires that all students are properly immunized against childhood diseases. Parents must make sure their children are properly vaccinated and must produce the evidence of the vaccinations in order for students to enroll in school. Students enrolling in the Clarksdale Municipal School District must present a Mississippi Certificate of Compliance (121 Form) verifying vaccinations. Students enrolling for the first time or enrolling by transfer from a school within the State of Mississippi must have a copy of the certificate of compliance form. Students may be tentatively enrolled until the cumulative folder is received.

Permanent Records – Family Educational Rights & Privacy Act
A permanent record of each student’s educational history is kept on file at the school. Parents have a right to inspect their child’s record within a reasonable period of time upon an official request being made.

Note: Federal law states that an educational agency or institution may transfer a student's education record, on request to a school in which a student seeks or intends to enroll, without written consent of student or parents, if the agency or institution includes a notice in its policies and procedures as formulated under Section 99.5. “This is your notification that should your child enroll in another school or school system, his/her cumulative record will be sent to the school upon our receipt of notification of the student's enrolling in said institution.” (Federal Register, Volume 41, No. 118, Thursday, June 17, 1976, Section 99:34 (a) (1)(ii).
Child Custody
In all cases regarding child custody, the Clarksdale Municipal School District requires an official copy of the custody order to be on file at the school. The school district will abide by the requirements of the custody order in dealing with any issues requiring contact with the parent or guardian or instances relating to provision of records, the allowance of school visitation, and/or checking a student in or out of school.

Withdrawal Information
Students withdrawing or transferring to another school must proceed as follows:
A. The student’s parent/legal guardian must be present at the school to withdraw a student.
B. The parent or guardian must know the name and location of the new school and complete the necessary paperwork.
C. The principal, counselor, teachers, and MSIS personnel must sign off on the withdrawal form.

Academic Calendars and School Schedules
Every school in the district abides by the board approved 2019-2020 School Calendar. The standard school day for elementary students must consist of a minimum of 330 minutes of instruction. The school year is built to address the requirement for students to attend school at least 182 days per year.

In the Clarksdale Municipal School District, we are moving toward longer hours of instruction in order to arrive at the levels of improvement our students need to succeed in school and beyond. Our goal in this is to effectively address the issues of low student performance and low school achievement that have plagued us in the past.

Attendance Policy
The Mississippi Code of 1972, Section 37-13-91 states school attendance is compulsory for students under the age of seventeen. Regular school attendance is the responsibility of each student and his/her parents or guardians. Parents who do not ensure their children are enrolled in and regularly attending school can face legal penalties and/or fines. Schools districts are required to report irregularities in attendance to the attendance officers. Only those parents who have enrolled their children in a non-public school or those who can show documentation that their child is withdrawn from school and enrolled in a home-schooling program may be excluded from having absences reported. Unless dire circumstances exist, any absences of more than twenty (20) or more unexcused absence in any full-year course and ten (10) or more unexcused absences in any half-year course will result in non-promotion.

Pursuant to Mississippi Code 37-13-91, a parent, guardian or custodian of a compulsory-school-age child in this state shall cause the child to enroll in and attend a public school or legitimate nonpublic for the period of time that the child is of compulsory-school-age. Mississippi Code Section 37-9-14(2)(u) states that School District Superintendents are “to comply in a timely manner with the compulsory education reporting requirements prescribed in Section 37-13-92(6).” The State Department of Education shall prescribe a uniform method for schools to utilize in reporting the unlawful absences to the school attendance officer.

1. An unlawful absence is an absence by any compulsory school-age child missing for thirty-seven (37%) or more of a school day, in which the absence is not due to a valid excuse for temporary nonattendance.
2. An unlawful absence is an absence by any compulsory school-age child who is removed from school for days missed as a result of disciplinary suspension. Absences due to suspension or expulsion shall not be excused by the school district superintendent, or his designee. A student that is absent due to suspensions or expulsions shall not be reported as truant.

Based on Section 37-13-91(6), the school district superintendent or his/her designee, shall report, within two (2) school days or within five (5) calendar days, whichever is less, the absences to the school attendance officers. Therefore, pursuant to Section 37-13-85(o), provides that the MDE shall adopt any other policies that the office deems necessary for the enforcement of the Mississippi Compulsory School Attendance Law; however, the policies or guidelines shall not add or contradict with the requirements of Section 37-13-91. The superintendent, or his designee, also shall report any student suspensions or student expulsions to the school attendance officer when they occur and code them as “unexcused absences”. However, these absences will not be counted towards a student being identified as truant. For the purpose of determining and reporting attendance,
**a pupil must be present for at least sixty-three percent (63%) of his/her instructional day, as fixed by the local school board, and defined by the student’s schedule, in order to be considered in full-day attendance.**

**Absences/Tardies**
Absences/tardies from school can affect a student’s progress and his/her ability to pass a class or grade. Absences should be handled immediately and in no case later than the first day back to school after an absence. Students will be counted tardy if they arrive to school seven (7) or more minutes late at the beginning of the school day. If a student is absent/tardy from school, the parent must do one of the following:

- Call the school each day the student is absent/tardy, OR
- Come to the school and verify absence/tardy,
- Write an acceptable note within 7 days after the absences giving a contact number, date, student’s name, reason for absence, contact number and signature of the parent/guardian to explain the absence or tardy the principal or designee will call to verify.

After five (5) unexcused absences/tardies, a letter from the Superintendent or School Attendance Officer will be delivered to the home of the student by the School Attendance Officer.

**Types of Absences/Tardies:**
- **Excused Absences/Tardies** - are defined as absences/tardies due to personal illness, illness in the family, death in the family, or extreme emergencies.

- **Unexcused Absences/Tardies** - absences/tardies from class or school that are not excused by the principal or designee. An unexcused absence/tardy means the student receives a grade of zero per assignment each day he/she is unexcused.

Unexcused tardies from class will be handled in the following manner:

- On the first tardy, the student will be given a warning by his/her teacher
- On the second tardy, the student’s parent/guardian will be called
- On the third tardy, the student will have to stay after school 15 minutes with his/her teacher

Subsequent tardies will be deemed as a habitual violation and as such will be treated as a Class I Discipline infraction whereas the student will be subjected to follow the authorized disciplinary consequences for Class I Discipline.

**Admittance Slip** - Following all absences/tardies from school, the student must secure an admission slip to return to class.

**Checking In/Checking Out** - Lack of attendance at school can have a major negative impact on a student’s success. Checking students in late or checking them out early should only be done in unavoidable or emergency situations. Instruction continues when students are tardy or miss a class. Any student who leaves school during the day for an appointment or because of illness must check out in the office prior to leaving the school. Attendance is marked in each class so a student may be listed as absent in the periods he/she missed. Students are at a deficit when they are not allowed to be present for a full day of instruction. No student will be released unless one of the following has occurred:

- Parent/guardian has contacted the school to arrange for release.
- Parent/guardian/designee picks up the child from school.

**Perfect Attendance**: A student is considered for perfect attendance if they do not miss any days from school. The entire day is considered 63% of the day. Absences for portions of the day may affect whether a student receives perfect attendance.

**Emergencies/Illness**
If a student becomes ill during the school day, upon notifying the teacher, the student is to report to the principal’s office to have his/her parents contacted. It is URGENT that parents provide the school with correct, current telephone numbers where they or a designee can be reached. The school personnel can only administer simple first aid at school.
Medications for Students
If a child has to take medicine during the school day, he/she is not to transport the medicine to and from school; however, the parent MUST bring the medicine to the school. The only time school personnel is to administer medicine is when it is prescribed by a doctor, in the original container, contains explicit written directions on the label and/or if the specific directions are on file at the school. Medication dispensed at school may only be dispensed with the medicine in its original container showing the directions for dispensing. The school district employs school nurses; however, there is not a nurse for every school site. The district will do its best to be sure that whenever possible, medication to be given at school is dispensed by a nurse. In the absence of the availability of the nurse, medicine may only be dispensed by the principal’s designee. All medication is kept in locked storage.

Weather Emergency Drills
Weather conditions are constantly monitored to ensure that we are doing everything possible to protect the safety of our students. Throughout the school year, disaster drills are conducted at each school site to ensure that students and staff know what to do in the case of a true weather emergency. In rare instances, it may be necessary to dismiss school earlier than normal or to cancel school to ensure that our students have the greatest chance to be protected from a weather emergency. The district uses an Emergency Notification Network to get the word out about changes in the time/dates of school operations.

Bus Transportation
Transportation to and from school is offered to every student within the Clarksdale Municipal School District who resides more than one (1) mile from the school he/she is to attends. Riding a school bus is a privilege. Therefore, students who do not demonstrate appropriate behavior and those who interfere with the safe operation of a school bus or the attention of the bus driver may lose their privilege to ride the bus. Please address this matter with your students. At all times, students on the school bus are to be seated and are not to dangle body parts or items from the school bus nor are they to yell from the school bus.

Student Government - Those individuals who become great leaders have usually had opportunities throughout their childhood and young adult lives to serve in leadership capacities and to understand the processes of group dynamics, order, and discipline. Such opportunities are afforded our students through our student government organizations. There are specific rules governing the student government organizations that are available at the school through the administration and/or organization sponsor. These rules are strictly adhered to when selection students for participation in student government.

Cheating
Cheating is considered to be a very serious offense. Therefore, students should not be involved in any form of academic dishonesty. They should not take part in aiding someone to cheat or cheat themselves on class work, tests, or assignments. Any student who is found to be cheating will have his/her work confiscated, will receive a grade of zero on the work, will have their parent notified, and will be subject to any other disciplinary action allowed by the district’s conduct code and discipline procedures.

Telephone Messages for Students
Interruptions to classroom instruction are kept to a minimum. Unless there is an emergency, students will NOT be called from class to receive phone calls in the office. Instead, callers may leave messages for students with the office and they will ensure that messages will be given to the students.

Parent Visitation
Parents are welcomed and encouraged to visit the school at any time; however, they must report to the front office first to obtain a visitor’s pass before going to any other part of the building. Parents are NOT allowed to interrupt instructional time to speak to a teacher or their child or any other student.
Receiving Gifts at School
The delivery of flowers, candy, balloons, or other gifts to a classroom from a parent or other individual to a student is NOT permissible. Individual birthday parties and/or birthday celebrations are not allowed.

Textbooks/EBooks
Textbooks/EBooks have been selected for courses offered in the Clarksdale Municipal School District from a state approved list of books. Textbooks and/or e-books are provided to all students free of charge. Students are expected to care for their textbooks and/or electronic devices properly and to bring them to school each day (school level where electronic devices are taken home). Lockers and storage space are provided at some CMSD schools. Students who damage or destroy books/electronic devices will be charged a repair fee. If a damaged book or e-reader cannot be repaired, students will be charged the full cost for the replacement of a book or e-reader.

Visitors on Campus
Visitors on every campus must enter through the main office. Each visitor must secure a visitor's pass to be anywhere in the school beyond the office. Even brief visits to a campus require this procedure. This measure is intended to ensure that our campuses are safe and that anyone in the school who is not a student or an employee has been admitted using established procedures. Following this procedure protects your child and others.

Webpage
The Clarksdale Municipal School District’s web address is www.cmsdschools.org. Please regularly check this website for current information about the school district. Each school in CMSD has its own web page that can be accessed from the district’s website. This is part of a continuing effort to improve communication and to keep everyone informed about what is going on at the schools in the district.

Insurance for Students
School day insurance is available for purchase for any student attending the Clarksdale Municipal School District. Packets describing the vendor, coverage options and premium costs are sent home with each student at the beginning of the school year. With the high costs of medical services, having school day insurance coverage is another way that families can protect their children and their finances.

Parental Communications to School Officials
There is greater potential for a student’s success when there are open lines of communication between the home and school. Parents should feel free to call or visit the schools at any time. There are established procedures for classroom visits and conferences in place to ensure that teachers may spend their time delivering instruction. Phone calls are welcome. However, when a parent wishes to speak to a teacher during class time, parents will be asked to leave their names and numbers for a return call to occur during the teacher’s conference period or the next day if the conference period has passed when the call is received. It is helpful for the school to know of any special circumstances/requirements for students to ensure that the items receive the proper attention and response. When there is a doctor’s order or medical report that will help the school know of recommendations concerning a student, please make sure that it is received by the school as soon as possible. If phone access is not available, you may write a note and send it to the school’s principal, counselor, or your child’s teacher.
Child Nutrition/ Food Services Program

Child Nutrition/ Food Services Program
The Clarksdale Municipal School District participates in the National School Lunch and School Breakfast programs. We believe that a well-fed child is healthier and learns better. We provide foods that meet federal and state nutrition guidelines. For school year 2019-2020, all students are eligible to receive free breakfast and free lunch under the Community Eligibility Provision.

Applications for Free/Reduce Meal Prices
Meal applications will not be handed out nor collected for the 2019-2020 school year. All students are automatically eligible for free meals with the Community Eligibility Provision. Parents will receive notification at the beginning of each year the Clarksdale Municipal School District participates in the Community Eligibility Provision. The Clarksdale Municipal School District has the right to end its participation in the Community Eligibility Provision and begin the collection of household meal applications at any time with prior notification to households.

Breakfast
Breakfast is served at 7:00 each morning in the school cafeteria. Breakfast meets the National School Breakfast Program requirements and is available free to all students.

Lunch
The Clarksdale Municipal School District has a closed lunch period which means that students are not allowed to leave the school campuses for lunch. Students who choose to bring their own lunches may eat in the cafeteria and purchase only milk to drink. All food items including snacks brought into the cafeteria from home should be in non-descript packaging such as clear plastic bags and containers, and plastic or styrofoam cups. Lunch meets the National School Lunch Program requirements and is available free to all students for the 2019-2020 school year.

Competitive Foods and Smart Snacks
United States Department of Agriculture recently passed regulations prohibiting the sale or purchase of foods that do not meet Federal or State beverage and vending regulations during the school day and 30 minutes after the close of school. No food items are to be sold on the school campuses for one hour before the start of any meal service period. Please contact the School Food Service Administrator for more information on these regulations.

Food Allergies and Disabilities
All students with a medically diagnosed food allergy or food-related disability, such as diabetes mellitus I or II, are required to have a physician’s statement on file at the District office with the School Food Service Administrator. A new physician’s statement is required at the beginning of each school year. No food substitutions will be made without a verifiable physician’s statement and proper forms that have been filled out and returned to the School Food Service Administrator. Parents are responsible for notifying Administrators and School Nurses if students require medications pertaining to food allergies or disabilities. The School Food Service Administrator can be reached at 662-627-8500 for questions related to the above.

Student Fees, Fines, and Charges
While public education is offered free to each student, there are reasonable and customary fees charged to cover supplementary materials and supplies. The state of Mississippi has passed a policy allowing a waiver of fees to students who meet certain hardship criteria. Hardship waiver forms may be requested from the principal’s office.

Care of School Property
The school buildings and the fixtures they contain are provided at a great expense by parents, the taxpayers. Students should not only refrain from defacing or destroying school property, but should make every possible effort to encourage his/her peers to care for school property. Any student causing damage to school property either intentionally or through neglect will be liable for such damages.

Fundraising – Fundraising of any type must be approved in advance by the superintendent. Fundraising involving the sale of food items must be consistent with the new requirements for healthy foods and may not occur during the times that the school lunch and breakfast programs are in operation, including the times immediately before and after the operation times.
ELIGIBILITY RULES REGARDING STUDENT PARTICIPATION IN
INTERSCHOLASTIC SPORTS AND EXTRACURRICULAR ACTIVITIES

Athletic Programs

The Clarksdale Municipal School District participates in athletic programs sanctioned by the Mississippi High School Activities Association. In order for a student to participate in an athletic program, the student must meet the requirements of the No Pass - No Play Rule. MHSAA requires school districts and student athletes to demonstrate good sportsmanship at all times and to meet all other requirements established in the MHSAA Rulebook.

Academic rules for students participating in Activities:
To be eligible for athletics and activities students must pass five credits toward graduation with one year of six credits. The 5 units, with a grade of 70 or better, will be averaged as a whole and the overall average must be 75 or higher in order to maintain eligibility. Those students whose school districts are on a 10 point grading system or modified 10 point grading system will need to have a 2.0 average or better in order to remain eligible. This will be done on a yearly basis.

A student athlete may become eligible for the second semester only once during his/her high school career if he/she fails the last semester of the previous year, by passing 5 units with a 75 average the first semester of the current year or 2.0 if on a 10 point grading system or modified 10 point grading system. This will be done in order to keep the student on track for graduation.

Students whose school districts are on a 10 point grading system or modified 10 point grading system will need to have a 2.0 average or better in order to remain eligible.

All entering ninth graders will be required to have a minimum of 24 Carnegie units or pass 6 units of credit during the school year with a 75 averages or better in order to maintain eligibility. Those students who opt out of the Mississippi schools curriculum and need 21 credits to graduate, will be required to pass five credits toward graduation to be eligible. However, they must pass six credits one of those four years of eligibility. Those students whose school districts are on a 10 point grading system or modified 10 point grading system will need to have a 2.0 average or better in order to remain eligible.

Special education students will be academically eligible if they are making satisfactory progress according to the committees reviewing their Individual Education Plans (IEP).

Section C. General Eligibility Rules, Junior High/Middle Schools

1. To be eligible to participate in interschool Junior High/Middle activities, a contestant must:
   a. Be a bona fide student having enrolled not later than the fifteenth day of any semester of participation, carry four basic courses* and deport himself satisfactorily.
   b. A pupil must attend school in the school district of which his parents are actual bona fide residents.
c. Must pass their grade level by achieving at least an average of 75 or 2.0, if the school district is on a 10 point grading system or modified 10 point grading system, in four basic courses* with a grade of 70 or better in each course the previous year, in order to be eligible to participate during the present year beginning with the 7th grade.

d. To be eligible for participation as a seventh grader a student must be promoted from sixth to seventh grade and for participation as an eighth grader a student must be promoted from seventh to eighth grade.

e. A pupil who is not eligible at the beginning of the school year may become eligible the second semester only once during the student’s junior high school career by passing four basic courses with an overall average of 75 or 2.0 if school system is on a 10 point grading system or modified 10 point grading system.

f. The instructional program of the district is based on an instructional management plan/system which defines core objectives, standards of mastery, and criteria for the academic promotion/progression of students from one grade level to the next. The criteria prohibit the retention of students for extracurricular purposes.

g. Have on file with the Executive Director at least 15 days prior to the first game or contest the eligibility list giving all information on the form required by the Director.

h. Age: Seventh grader must not have reached 14 years of age prior to August 1.
   Eighth grader must not have reached 15 years of age prior to August 1.
   Ninth grader must not have reached 16 years of age prior to August 1.

i. **Birth Certificates Required:** Seventh, eighth, and ninth graders shall not be eligible to participate until a certified copy of the student’s birth certificate, issued by the Bureau of Vital Statistics in the state in which he was born, has been presented to the Principal or his designee of the school. Date of birth and birth certificate number shall be listed on eligibility list (form 1) along with other information the first time a pupil’s name is submitted to the state office.

j. Students must have been examined by a physician and have been declared physically fit. Nurse practitioners may give physicals to athletes provided they are doing so in compliance with state law and are operating under proper approved protocols. A physician or nurse practitioner must sign the certificate.

k. A player shall not play in more than four quarters per week in football.

l. Players cannot be transferred back to junior high/middle school team once he/she plays on the high school varsity or “B” team.

- **Basic courses - Any subject that meets the equivalent of at least 250 minutes per week or meets the State Department requirement.**

**Summer School Credits:** An accredited summer school shall be considered as an extension of the second semester of the school session, and credits earned in such a school may be considered in determining the scholastic eligibility of students. The completion of a full unit, major subject, during a summer school shall be classed as passing one major subject for one unit of credit and not as passing two major subjects for one half units each. Accredited correspondence courses may be accepted for establishing athletic eligibility provided the course has been completed and recorded by the opening of school.

**b. Exceptions to Rule (1) may be made by the Executive Director in the following cases:**

1. Students that have been tested, screened, and placed in a TMR or EMR Special Education program.

2. Students that have been tested, screened, and placed in accordance with their IEP in a Special Education Program approved by the State Department of Education will be ruled eligible with the following requirements:
   a. Make satisfactory progress in their course work.
   b. Maintain attendance according to district policy.
   c. Be assigned a date of entering the ninth grade corresponding to other students of that age.
   d. Be subject to all other rules and regulations of the MHSAA.
Acceptable Use Policy for Users of Clarksdale District Computer Network

The Clarksdale Municipal School District provides a computer system, including the Internet, to promote educational excellence by facilitating resource sharing, innovation, and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the Internet and other internal or external networks.

All use of the district’s computer system must be (1) in support of education and/or research, or (2) for authorized school business. Use of the computer system, is a privilege, not a right. Any communication or material used on the computer system, including electronic mail or other files deleted from a user’s account may be monitored or read by school officials.

The use of non-school owned technology equipment to connect to the school District Internet connection is strictly prohibited without the written permission of the Technology Coordinator.

The district superintendent and/or technology coordinator shall establish administrative procedures, for the District’s approval, containing the appropriate uses, ethics and protocol for the computer system. The procedures shall include:

1. A prohibition against use by district employees and students of the district’s computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the Internet;
2. Provisions, including the selection and operation of a technology protection measure for the district’s computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to:
   a. Child pornography and obscenity. It is a violation of Federal law to transmit this material across state lines, even electronically, and certain obscene materials are in violation of the Mississippi Code. (References: http://www.mscode.com/free/statutes/97/005/0029.htm and http://www.mscode.com/free/statutes/97/029/0101.htm)
   b. Material that the school district deems to be harmful to juveniles and material that is otherwise inappropriate for minors;
3. Provisions establishing that the technology protection measure is enforced during any use of the district’s computers by minors;
4. Provisions establishing that the online activities of minors will be monitored.
5. Provisions designed to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; provisions designed to prevent unauthorized online access by minors, including “hacking” and other unlawful activities by minors online;
6. Provisions prohibiting the unauthorized disclosure, use, and dissemination of personal information regarding minors; and
   a. A component on Internet safety for students that is integrated in the district’s instructional program. provisions designed to prevent unauthorized online access by minors, including “hacking” and other unlawful activities by minors online;
7. Provisions prohibiting the unauthorized disclosure, use, and dissemination of personal information regarding minors; and
8. A component on Internet safety for students that is integrated in the district’s instructional program.

Use of the school district’s computer system shall be consistent with the educational or instructional mission or administrative function of the District as well as the varied instructional needs, learning styles, abilities and development levels of students. The District’s computer system is not a public forum.

Each teacher, administrator, support staff, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement before using the district’s computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.
The focus of the 1:1 Digital Program at Clarksdale Municipal School District is to prepare students for their future in a world of digital technology and information. As we navigate the 21st century, success and excellence in education require that technology be efficiently integrated throughout the educational program.

Increasing access to technology is essential for the future. The primary learning tool of these 21st century students in grades K2 is the Apple iPad. In grades 312, the primary learning tool is the Google Chromebook. The individual use of these devices is a way to empower students to learn at their full potential and to prepare them for the real world of college and the workplace. The proper usage of individual devices encourages students to solve problems and think critically by stimulating analytical thinking.

The policies, procedures and information contained in this document apply to all Chromebooks and Apple Devices used within Clarksdale Municipal School District and include any other device the Administration considers to fall under the umbrella of this policy. Administrators and teachers may set additional requirements for computer use at their school sites or in their classrooms.

**Distribution**
- The Chromebook and/or iPad issued to each student is an educational tool and should only be used in that capacity.
- In order to issue a Chromebook and/or iPad, parents/guardians and students must sign the appropriate use and responsibility waiver form.
- Clarksdale Municipal School District may revoke or suspend privileges based on academic and behavioral standards.
- The Building Principal or their designee has the right to impose restrictions deemed necessary to protect the use and care of the Chromebooks and/or iPads.

**Usage**
- Students are responsible for the proper care and return of the Chromebooks and/or iPads each day. Chromebooks and/or iPads are to remain in their carrying cases (if provided) at all times, except when being charged or used.
- The Chromebooks and/or iPads are strictly used for educational purposes.
- The Chromebook and/or iPad is strictly for the use of the student to whom it is assigned.
- The Chromebook and/or iPad is not to be swapped with or used by another student who may have left theirs at home.
- For safety purposes, Chromebooks and/or iPads should not be used while in transit in the hallways, before/during/after practices or at games, on athletic fields, and at other extracurricular activities.
Charging
- Students in grades 7-12 are responsible for ensuring that chromebooks are fully charged upon returning with the device to school each day.
- Students will not be permitted to have cords extending across classrooms, if chromebooks are not properly charged upon arrival to school daily. (This is a safety risk that should not occur). If a student’s chromebook is not charged, the student must charge the device in a spot designated by the teacher, and use a paper/pencil or desktop computer until their device charged.

School Usage
- The Chromebook and/or iPad has to be used at school for academic purposes only.
- The teacher in each classroom is solely and completely responsible for determining what activities are allowed on the Chromebook and/or iPad.
- The teacher in each classroom reserves the right to suspend Chromebook and/or iPad privileges for any reason they deem necessary.
- Students will not use Chromebooks and/or iPads for online/app games, instant messaging, chat rooms, or online forums unless part of a school project and with teacher’s consent.
- Students are prohibited from listening to music on the Chromebook and/or iPad.
- The use of Facebook, Twitter, Instagram, Kik, and ANY OTHER form of social media is explicitly prohibited on Chromebooks and/or iPads.
- Students will not use the Chromebook and/or iPad webcam to photograph any other student or teacher unless for academic purposes, and only with the other person’s consent and the consent of the teacher.
- Sound will be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Students will not use the Chromebook and/or iPad microphone to record any other student or teacher unless for academic purposes, and only with the other person’s consent.
- School may issue head/earphones to allow students to view and listen to educational audio/visuals.

Inappropriate Content
- Inappropriate content is not allowed on Chromebooks and/or iPads.
- In addition to the specific content mentioned below, teachers and administrators reserve the right to judge the appropriateness of content.
- Students must first ask permission from the technology team, who must receive permission from a building level administrator before adding ANY extra content to Chromebooks and/or iPads. Extra content includes, but is not limited to audio/video files, photographs, and games.
- The viewing of any images related to weapons, pornographic materials, inappropriate language, alcohol, drug and gang related symbols or pictures will result in disciplinary actions.
- The above imagery should likewise be left out of any and all permanent user interface images, including but not limited to email backgrounds, screensavers, wallpapers, and startup menus.
Consequence ladders for students with inappropriate use of the Chromebooks and iPads
1. Verbal warning
2. Take Chromebook for that class use desktop instead.
3. Parent contact
4. Office
*Severity clause* The teacher reserves the right to take away Chromebook and/or iPad privileges for the class in cases of extreme inappropriate use, or repeated and habitual inappropriate use.

Additional Software
● No software shall be installed except by an authorized member of the Clarksdale Municipal School District Technology Department. Students will not attempt to install or download software not approved for District use. Music and games may not be downloaded or streamed over the Internet. This may be a violation of copyright laws.
● All software loaded on the Chromebook and/or iPad must be installed by district personnel and/or be district approved.
   ● Students may not delete, move or rename any folders or files that they did not create or that they do not recognize.
   ● Students will not download streaming video, music or participate in any task which would require excessive amounts of bandwidth while connected to the school network, unless the task is teacher sanctioned.
   ● Students will not reset the configuration of the Chromebook and/or iPad.

Internet
● The current districtwide internet safety usage policy applies.

Email
● The Clarksdale Municipal School District Technology Department will provide individual email accounts to students for educational purposes only.

Care and Maintenance of Chromebooks
● Students will keep their Chromebooks and/or iPads clean with no attached stickers (unless authorized by the school) or other items that might deface and/or damage the Chromebook’s and/or iPad’s finish, screen, or other components.
● Students should not operate the Chromebooks and/or iPads while eating food or drinking beverages.
● Exposure to food and beverages can have damaging effects on the workings of a Chromebook and/or iPad. The student will be responsible for damage(s) due to neglect of this rule.
**Inspection**
- Teachers will constantly monitor and inspect the Chromebooks and/or iPads for any damages. 
  **Parents will be financially responsible for any damages to the Chromebooks and/or iPads.**

**Physical Damage**
- Any damage to the Chromebook and/or iPad will be reported immediately to the nearest teacher or administrator under risk of revocation.
- Any deliberate/negligent/careless damage or misuse must be treated under the applicable Clarksdale Municipal School District Department policies.
- Students/Parents/Guardians will be held financially responsible for Chromebooks and iPads.
- Any deliberate/negligent/careless activities that result in damage or loss of the Chromebooks and/or iPads may be subject to the financial responsibility of the parent.
  - In the case of theft, vandalism and other criminal acts, a police report will be filed by the school. The parent/student will be responsible for the replacement of the Chromebook and/or iPad.
  - The student and guardian are responsible for the Fair Market Value of the Chromebook and/or iPad, if it is deliberately damaged.
  - The student and guardian are responsible for the reasonable cost of repair for damages to the Chromebook and/or iPad, which is not covered by the warranty; i.e., broken/cracked LCD screen caused by dropping the Chromebook and/or iPad, a keyboard repair caused by deliberately removed keys, etc. (A table of estimated pricing for a variety of repairs will be provided if needed.)

**Responsibility**
- If the Chromebook and/or iPad is stolen it will be reported to the local police authorities, the building administrator in your K12school, and district personnel immediately.
- Replacement costs and/or the repair for deliberate/negligent/careless damages are the sole responsibility of the undersigned student and/or parent/guardian.
- Parents or guardians have the right to refuse to allow their student to take a computer home.
- The Chromebook and/or iPad is in the possession of the student, but regulated entirely by the school. Likewise, students are solely responsible for the content and activities performed on their Chromebook and/or iPad, regardless of who completed said activities.

**Hardware/Software Repair**
- Students are responsible for immediately reporting any hardware or software difficulties to a teacher or available administrator.
- If software problems occur, students are responsible for taking the following measures:
  1. Restart the system;
  2. Tell a teacher or available administrator.

**End of Year Device Collections**
- Devices should be free of stickers or any other personalized material.
- Senior collection will take place prior to graduation.
In-School Devices (Grades K-6)
● Assignment of Devices Students will be assigned the same device everyday.
● If a student damages the assigned device, he or she will be assessed fees associated with the kind of device issued.

Billing
● Clarksdale Municipal Schools will issue a bill for deliberate negligent and/or careless damages (non-warranty damage) in a timely manner in response to the Chromebook and/or iPad repair.
● Any student who has deliberately or accidentally damage a Chromebook and/or iPad will have their Chromebook and/or iPad privileges revoked and/or suspended.
● Any and all damage(s) bill(s) must be paid before a replacement Chromebook and/or iPad can be issued.

RTTT-D Device Damage and Loss Assessments
Both the CLT and HP Chromebooks and Apple iPads are the property of Clarksdale Municipal School District. Teachers, Parents or Guardians of CMSD Students are loaned these devices as a part of the 1:1 Initiative in our district that allows student and teacher access to textbooks and other educational materials and websites that support 21st Century Learning and Engagement.

The following is the CMSD Acceptable Use Policy governing the issuance of Chromebooks and/or iPads for our district. Anyone who wishes to take possession of these devices must agree to the following policy prior to being issued Chromebooks and/or iPads for teacher/student use.

Acceptable Use of Devices:
I. Chromebooks and/or iPads are for school use and should be used according to the Acceptable Use Policy.
II. Chromebooks and/or iPads must be kept in the possession of the person assigned the device.
III. If a device is damaged in the school setting, the damages should be reported to the nearest school official (teacher, administrator, SRO, etc). A statement should be taken from the reporting student and a written referral should be attached if the damages are assumed to be the result of negligence by a student other than the child to whom the device is issued. Damages are then assessed according to the appropriate discipline actions as determined by the school administration.
III. If damages occur to these devices, the following charges and rules will apply: Factory Defects $0 (No Charge)
Lost or Damaged Charging Cord $25 (All Devices)
Lost or Stolen Student Device $295 Replacement Fee (All Devices) Lost or Stolen Teacher Devices $325 Replacement Fee
Accidental damage of Chromebook $115
Accidental damages of Ipads $115
IV. **Damages due to Repeated Accidental Damages**
Repeated occurrences of accidental damages within a single school term will be deemed negligence and will then follow the policy for negligent use.

V. **Negligence $150.00**
Negligence will be assessed based on the appearance of excessive water damage, shattered screens that cause Spider Webbing that cannot occur in an accidental dropping of devices, and/or shattered/crushed cases. Negligence will be assessed by the CMSD Technology Team.

VI. **Repeated Negligence of Devices**
If negligence is assessed for a 2nd time in the same school term there will be a replacement cost assessed in the amount of $150 and no new device will be issued until the following school term. The $150 replacement cost must be paid prior to issuing of a new device.

VII. **Lost or Stolen Device**
If a device is stolen or lost, it is the responsibility of the student to report the incident to the nearest school official or adult. A written referral should be completed by the teacher or school official to whom the incident is initially reported. Additionally, a police report should be filed with the school’s SRO and the local police department. A copy of both reports should be turned in at the Race to the Top Office along with the Lost/Stolen Fees of $295.

VIII. **Failure to Pay for Damages/Loss (Awaiting Approval)**
In the event that lost/stolen or damage fees are not paid in an academic year, students may not receive a release of grades or transcripts until all fees are paid. Graduating seniors must also clear said debt prior to being allowed to receive their diploma or final transcripts. Participation in graduation ceremonies may also be restricted, as all fees and debts must be cleared prior to participating in said events. Students who register for the upcoming school term who do not pay prior debt will not receive a new class schedule and no new device will be issued in the new academic year until all outstanding fees are paid in full.
ACADEMICS

The Clarksdale Municipal School District operates on the highest level of academic excellence. The following letter and grade scale conversion has been adopted by the Clarksdale Municipal School District and will be used to calculate grade averages for all students.

100 - 90 - A  
89 - 80 - B  
79 - 70 - C  
69 - 60 - D  
59 - 0 - F

Honor Roll Qualifications

Superintendent's List - a student must be on grade level in all subjects. All numerical grades on the report card should be A's.  
Principal's List - a student must be on grade level in all subjects. All numerical grades on the report card should be A's and B's.  
Honor's List - a student must be on grade level in all subjects. All numerical grades on the report card should be B's.  
Note: Elective courses will NOT be averaged with academic courses to calculate and determine Honor Roll status.

Report of Progress

Report cards are issued each nine week interval. Mid-term reports are issued at 4 1/2 week intervals. Parents are encouraged to call or come by the school office if they do not receive a report card or progress report at the designated time intervals.  
Transfers and Grades:

When a student transfers from another school system, the grades earned at the previous school will be converted to the numerical values of the Clarksdale Municipal School District.  
Determining Term Grades and Final Grades  
Term Grade Computation A numerical term grade will be determined by weighing the average of all test scores at a rate of 50% and weighting the average of all assignment (homework, class work, and independent work) grades at a rate of 50%.  

Semester Average Computation - A semester average will be determined at the end of each semester by weighting the average of the two term grades at a rate of 50%.
Kindergarten Requirements

Kindergarten

Kindergarten Philosophy and Goals

The kindergarten program shall reflect and understanding of child development principles. These principles shall be embodied in the curriculum design and general learning environment. The instructional delivery is to be organized around learning centers, where opportunities are provided for children to acquire skills and concepts that include problem-solving, decision-making, questioning, evaluating, and discovering.

The realistic goals for kindergarten education are as follows:

1. Develop a positive self-concept.
2. Intensify intellectual growth.
3. Enlarge world of people, experiences, ideas, and things.
4. Increase competence and skills in reading, writing, listening, thinking, and speaking.
5. Increase the skills involved in physical coordination.
6. Increase competence in dealing with emotional feelings and social situations.
7. Increase competence in self-direction and independence.
8. Develop cooperative, trusting relationships
9. Develop natural curiosity and creative potential.

Learning Principles Effective educational planning for young children takes into account knowledge of human growth and development. The learning principles that guide this planning include the following:

1. Children learn as total persons (emotionally, socially, physically, and intellectually).
2. Children go through similar stages of development, but at individual rates.
3. Children learn through their senses (hearing, seeing, touching, tasting, and smelling).
4. Children learn through active involvement (exploring, playing, manipulating, and problem-solving).
5. Children learn through attitudes as well as through content; therefore, attention should be given to methods, emotional climate, environment, and teacher-child interaction.
6. Children learn through play; therefore, sensitivity to the value of play is required, for it is through play that children create their own meaning and learning schemes. Play is the work of the child.
Drop-off and Pick-up
Parents who transport their children to and from school are expected to have them at school on time and to pick them up on time. Elementary students are to arrive at school no earlier than 7:00 am and should be picked up by 2:45 pm.

Student Promotion
Successful mastery of the content and skills expected at grade level determines the rationale for promotion from one grade to the next. Mastery of the core skills at the minimum level is defined as a demonstrated competence at the 70% level of unit work. Kindergarten students must score 70% or higher on the kindergarten exit exam in order to be promoted to the first grade.

Kindergarten Readiness Assessment (MKAS²)
The Kindergarten Readiness Assessment will provide parents, teachers, and early childhood providers with a common understanding of what children know and are able to do upon entering school. The Kindergarten Readiness Assessment will also be used to measure how well Pre-K programs prepare four-year-olds to be ready for kindergarten based upon the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children. The primary purpose of the Kindergarten Readiness Assessment is to improve the quality of classroom instruction and other services provided to students from birth to 3rd grade.

Entry Requirements
All incoming kindergarten students are required to have the original copy of the certified birth certificate, the 121 immunization record, and 2 proofs of residency.

Required Teacher/Parent Conferences
Parent/teacher conferences shall be conducted two times during the school year to inform parents and guardians of the child’s progress. If documented attempts to meet with parents or other responsible persons fail, telephone conferences can be substituted.
ELEMENTARY & INTERMEDIATE SCHOOL

School Hours
6:45 AM - 4:00 PM - Administrators
7:15 AM- 3:15 PM Teachers
7:30 AM - 3:00 PM Non-Certified Personnel
7:30 AM- 2:45 PM – Students
7:37 AM Tardy

Drop-off and Pick-up
Parents who transport their children to and from school are expected to have them at school on time and to pick them up on time. Elementary students are to arrive at school no earlier than 7:00 am and should be picked up by 2:45 pm.

STUDENT PROMOTION

Successful mastery of the content and skills expected at grade levels determines the rationale for promotion from one grade to the next. Mastery of the core skills at the minimum level is defined as a demonstrated competence at the 60% level of unit work. The following standards have been established to give each student a clear opportunity to be successful at the next grade level.

90-100-A
80-89-B
70-79-C
60-69-D
59-Below-F

The school board recommends that a student spend no more than six (6) years in the elementary grades of one through six.

Grade One: To be promoted to the second grade, the student must successfully complete State and district objectives in reading, language arts, science, social studies, and mathematics with a grade average of 60 in each subject.

Grade Two: To be promoted to the third grade, the student must successfully complete State and district objectives in reading, language arts, science, social studies, and mathematics with a grade average of 60 in each subject.

Grade Three: To be promoted to the fourth grade, the student must successfully complete State and district objectives in reading, language arts, science, social studies, and mathematics with a grade average of 60 in each subject.

Beginning in the 2018-2019 school year, a student scoring at the lowest two achievement levels in reading on the established state assessment for 3rd grade will not be promoted to the 4th grade unless the student meets the good cause exemptions for promotion.

Grade Four: To be promoted to the fifth grade, the student must successfully complete State and district objectives in reading, language arts, science, social studies, and mathematics with a grade average of 60 in each subject.

Grade Five: To be promoted to the sixth grade, the student must earn a passing grade of 65 or above in each of the major subjects which would indicate a mastery of 60% or better of the core objective.

Grade Six: To be promoted to the seventh grade, the student must earn a passing grade of 65 or above in each of the major subjects which would indicate a mastery of 60% or better of the core objectives.

Students with Disabilities

Students who participated in on-level testing shall have promotion decisions determined by the IEP committee.

Students who participated in alternate assessment shall have promotion decisions determined by the IEP committee.
MIDDLE SCHOOL
Middle School time:
7:00 AM - 4:30 PM - Administrators
7:15 AM- 4:15 PM Teachers
7:45 AM – 3:45 PM Non-Certified Personnel
7:55 AM - 3:45 PM - Students
8:03 AM Tardy  Any student arriving after 8:03 must be signed in by a parent/guardian before being admitted to class

Grading Scale
90-100-A
80-89-B
70-79-C
60-69-D
59-Below-F

STUDENT PROMOTION
Section II: MIDDLE SCHOOL

Grade Seven: In order to be promoted to the eighth grade, a student must: earn a passing grade of 60 or above in each of the major subjects which would indicate a mastery of 60% or better of the core objectives and 60% mastery in two of three electives as set forth by the Mississippi College and Career Readiness Standards used by the district.

Grade Eight: In order to be promoted to the ninth grade, a student must: earn a passing grade of 60 or above in each of the major subjects which would indicate a mastery of 60% or better of the core objectives and 60% mastery in two of three electives as set forth by the State Curriculum Frameworks used by the district. If the eighth course earns a Carnegie Unit a 60% is mastery.

Students with Disabilities
Students who participated in on-level testing shall have promotion decisions determined by the IEP committee. Students who participated in alternate assessment shall have promotion decisions determined by the IEP Committee.
HIGH SCHOOL

New High School Hours:
7:00 AM - 4:30 PM - Administrators
7:30 AM - 4:15 PM Teachers
7:45 AM - 3:45 PM Non-Certified Personnel
7:45 AM - 3:45 PM - Students
8:03 AM Tardy  Any student arriving after 8:03 must be signed in by a parent/guardian before being admitted to class

Drop-off and Pick-up at Clarksdale High School
Parents will drop-off and pick-up their children in the student parking lot ONLY. The front parking lot is for school bus loading/unloading and faculty parking only. During the following hours no other vehicles should enter the front parking lot: 7:00 a.m. to 8:30 a.m. and 3:15 p.m. to 4:30 p.m. For safety purposes the front parking lot will be reserved for school buses and faculty parking only.

In an effort to encourage students to take more rigorous courses, the grading system will be as follows:

1. All courses at Clarksdale High School are considered Regular courses unless classified as an Honors/Advanced course. Regular courses will be based on a four (4) point scale.
2. IGCSE courses taken 2015-16 and beyond will be calculated on a (5) quality point grading scale. (Ending with the Class of 2019)
3. Honors/Advanced courses will be based on a five (5) quality point grading scale. Those courses include the following:

   Algebra III          AP Chemistry
   Calculus            Honors English 2
   Physics             AP English 4
   AP US History       AP Government
   AP Calculus         Honors Economics
   AP English          Advance World Geography

Honor Roll Qualifications
Superintendent's List - student must be on grade level in all subjects. All numerical grades on the report card should be 90 or higher.
Principal's List - a student must be on grade level in all subjects. All numerical grades on the report card should be 80 or higher.
Honor's List - a student must be on grade level in all subjects. All numerical grades on the report card should be an overall average of 70 or higher.
Class Ranking/Grade Point Average/Quality Point Average
Class ranking for graduation will be determined by the Quality Point Average (QPA) of the Carnegie Units attempted through the end of the second semester of the senior year. Class rankings will be utilized to determine the Valedictorian, Salutatorian, and Honor Graduates. Class Rank Quality Point Averages (QPA) will be extended to the ten-thousandth decimal place (4 places to the right of the decimal). Should an absolute QPA tie exist, the students’ cumulative numeral Grade Point Average (GPA) in Algebra I, Biology I, English II, and U. S. History will be used to break the tie. This numerical GPA will be extended to the ten-thousandth decimal place (4 places to the right of the decimal). Should a tie exist after this method, the numerical GPA in Algebra I, Biology I, English II, and U. S. History will be extended as many places necessary to break the tie. The Class Valedictorian will be awarded to the student earning the highest QPA as determined by the procedure above. The Class Salutatorian will be awarded to the student earning the second highest QPA as determined by the procedure above. Honor Graduates status will be awarded to those students earning a QPA of 3.0 or higher AND completes a program of study containing Honors/Advanced Courses as indicated below:

<table>
<thead>
<tr>
<th>HONOR GRADUATE STATUS</th>
<th>MINIMUM QPA</th>
<th>MINIMUM HONORS/ADVANCED COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation w/Honors</td>
<td>3.0</td>
<td>4</td>
</tr>
<tr>
<td>Graduation w/Distinction</td>
<td>3.5</td>
<td>5</td>
</tr>
</tbody>
</table>

Each year during the second semester of school, each student is given a choice card on which to select a program of study for the following year. Counselors are available to work with parents to assist in planning the program of study.

Schedule Changes
No schedule changes will be made unless in the case of one of the following:
- The course was completed in summer school
- Inadequate student enrollment for a particular course
- An error was made in the student’s schedule

Early Daily Dismissal for seniors:
For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency). Alternately, a student must meet ALL the following:
- Have a 2.5 GPA
- Passed or met all MAAP assessments requirements for graduation
- On track to meet diploma requirements
- Concurrently enrolled in Essentials for College Math or Essentials for College Literacy

Only seniors in good academic standing with state assessment will be eligible for early dismissal at the end of the 5th block. Seniors who have not passed assessments or who have not met all credits requirements will stay until the end of each school day for remediation and tutoring. After passing all state assessments and/or meeting all credit requirements, schedules WILL NOT be changed.
Dual Enrollment
Legislation: Senate Bill 2761 (2003 Legislative Session)

AN ACT TO AMEND SECTION 37-101-15, MISSISSIPPI CODE OF 1972, TO PROVIDE THAT STATE INSTITUTIONS OF HIGHER LEARNING MAY ESTABLISH DUAL ENROLLMENT PROGRAMS FOR QUALIFIED HIGH SCHOOL STUDENTS, AND SHALL ENTER AN ARTICULATION AGREEMENT TO FULLY RECOGNIZE CREDIT RECEIVED BY SUCH STUDENTS; AND FOR RELATED PURPOSES.

Dual Enrollment is a program that allows high school students to simultaneously earn college or vocational credit toward a postsecondary diploma at a Mississippi public institution that will also count toward a high school diploma.

The local school boards of public school districts and the Board of Trustees of State Institutions of Higher Learning are authorized to establish a dual enrollment program under which high school students meeting the requirements prescribed in this section may enroll at an institution of higher learning in Mississippi while they are still attending high school and enrolled in high school courses, with tuition and costs to be paid by grants, foundations or other private sources. Students may be admitted to enroll in university-level courses under the dual enrollment program if they meet the following recommended admission requirements

Community and Junior College Programs
- Students must have completed a minimum of fourteen (14) core high school units;
- Students must have a 3.0 grade point average on a 4.0 scale, or better, on all high school courses, as documented by an official high school transcript, a home-schooled student must submit a transcript prepared by a parent, guardian, or custodian with a signed, affidavit to meet the requirement; and
- Students must have an unconditional written recommendation from their high school principal and/or guidance counselor. A home-schooled student must submit a parent, legal guardian or custodian’s written recommendation to meet the requirement.
- Students must have a minimum of 17 ACT sub-score in English to enroll in English Composition I and a minimum of 19 ACT sub-score in math with two years of Algebra, having earned a “C” or better to enroll in College Algebra.
Institutions of Higher Learning

- Students must have completed a minimum of sixteen (16) core high school units;
- Students must have a 2.5 grade point average on a 4.0 scale, or better, on all high school courses, as documented by an official high school transcript. A home-schooled student must submit a transcript prepared by a parent, guardian, or custodian with a signed, affidavit to meet the requirement of this paragraph; and
- Students must have an unconditional written recommendation from their high school principal and/or guidance counselor. A home-schooled student must submit a parent, legal guardian or custodian’s written recommendation to meet the requirement of this paragraph.
- Students may be considered for the dual enrollment program that have not completed the minimum of sixteen (16) core high school units if they have a minimum ACT score of thirty (30) or the equivalent SAT score, and have the required grade point average and recommendations prescribed above.
- Acceptance is based upon each individual school’s requirements.

STUDENT PROMOTION

Section III: HIGH SCHOOL

The following promotion standards must be met at the high school beginning with the 9th grade class of 2008-2009.

Freshman: A student having earned a minimum of 6 Carnegie units to be promoted to the 10th grade.
Sophomore: A student having earned a minimum of 12 Carnegie units to be promoted to the 11th grade.
Junior: A student having earned a minimum of 18 Carnegie Units to be promoted to the 12th grade.

Students must earn 6 Carnegie units each year to be promoted to the next grade.

Mastery of designated student objectives is required as well. A student must pass grade level English to be eligible for classification in the next grade. High school students must pass subject area tests in Biology, English II, Algebra I, and U.S. History to be eligible for graduation.

Students entering Clarksdale High School from outside the district must meet the graduation requirements set forth by the Mississippi Department of Education as well as the Board of Trustees of Clarksdale Municipal School District.

Students entering Clarksdale High School from outside the district should be aware that credits earned in another state may not count toward promotion, classification (9th, 10th, 11th, 12th grades), or graduation.

Graduation requirements to earn the standard diploma include having earned a minimum of twenty-four (24) Carnegie Units and the passage of all required courses and state tests in the Subject Area Testing Program.

Each student receiving a high school diploma must earn the minimum number of Carnegie units as specified by the local school board of education in accordance with the Mississippi Department of Education and must pass all required courses and high school exit examinations.

Exam Exemptions-Clarksdale High School only

The privilege of exam exemption applies at the end of the Fall (December) and Spring (May) grading period. Students may be exempt from their exam if:

- A student who has a 90 or above average for the term in that course, has no more than two excused absences, has no in-school or out-of-school suspensions, or has no Class II Disciplinary Infractions or Class III Disciplinary Infraction (Seniors Only).
Admission Standards Mississippi Institutions of Higher Learning

You can gain admission to a Mississippi University by meeting any of the following criteria:

- Complete the College Preparatory Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC;
- Complete the College Preparatory Curriculum (CPC) with a minimum 2.50 high school GPA on the CPC or a class rank in the top 50%, and a score of 16 or higher on the ACT* (Composite); or
- Complete the College Preparatory Curriculum (CPC) with a minimum 2.00 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite); or
- Satisfy the NCAA standards for student athletes who are “full qualifiers” under Division I guidelines;

Students who do not meet the above criteria are nonetheless eligible for admission. Such students must participate, however, in an on-campus placement process at the University of their choice.
Carl Keen Career and Technical Education Center (Carl Keen CTE)

The vision of Carl Keen Career & Technical Education Center (Carl Keen CTE) is to develop students who are highly skilled and career ready. The mission of Carl Keen CTE is to prepare students for today’s global workforce by providing real life work experiences, career certifications, and innovative technology in a student-centered learning environment. All students enrolled at Carl Keen CTE must follow the Clarksdale Municipal School District Student Handbook as well as CTE Center guidelines. It is imperative that students as well as their parents become familiar with the CTE guidelines outlined in this handbook.

Notice of Equal Opportunity Non-Discrimination Clause

Clarksdale Municipal School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in the treatment of individuals, or in any aspect of their operations. Clarksdale Municipal School District’s Carl Keen Career and Technical Education (CTE) Center does not discriminate in enrollment or access to any of the programs available: Automotive Service, Culinary Arts, Health Science Core and Healthcare Clinical Services, Sports Medicine, Teacher Academy, and Simulation and Animation Design (VR). The lack of English language skills shall not be a barrier to admission or participation in the district’s activities and programs. Carl Keen CTE also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Acts Right of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, Complaints, or requests for additional information regarding these laws may be forwarded to Dr. Manika Kemp, Title IX Coordinator, 526 Choctaw Street, P.O. Box 1088, Clarksdale, MS 38614, Phone: 662-627-8500, Email: mkemp@cmsd.k12.ms.us; Dr. Toya Matthews, Section 504 Coordinator, 662-627-8500, 526 Choctaw Street, P.O. Box 1088, Clarksdale, MS 38614, Phone: 662-627-8500, Email: tmatthews@cmsd.k12.ms.us

Career Technical Education Programs and Career Technical Student Organizations

Carl Keen CTE will work collaboratively with the Clarksdale High School to ensure that students have the opportunity to take classes at the CTE Center and stay on track to meet high school graduation requirements. Presently, all occupational programs at Carl Keen CTE require a two-year commitment. Students can earn 2 Carnegie units per year and for a total 4 Carnegie Units for completion of an occupational program. Carl Keen CTE will follow a block schedule and students will report to the CTE center for two class periods. No credit is awarded for an incomplete year or failing grade in a course. Carl Keen CTE currently offers six CTE programs along with six career technical student organizations (CTSO.) It is expected that each student participating in an occupational program become a member of a CTSO. Membership requirements and fees are outlined in each course syllabus. CTSO members often meet to complete additional work outside normal school hours.

<table>
<thead>
<tr>
<th>CTE Occupational Program</th>
<th>Career and Technical Student Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Service Technology I and II</td>
<td>Skills USA</td>
</tr>
<tr>
<td>Culinary Arts I and II</td>
<td>Family Career and Community Leaders of America (FCCLA)</td>
</tr>
<tr>
<td>Health Science Core and Health Science and Clinical Services</td>
<td>Health Occupation Students of America (HOSA)</td>
</tr>
<tr>
<td>Health Science Core and Sports Medicine</td>
<td></td>
</tr>
<tr>
<td>Teacher Academy I and II</td>
<td>Educators Rising</td>
</tr>
<tr>
<td>Simulation and Animation Design (VR)</td>
<td>Technology Student Association (TSA)</td>
</tr>
<tr>
<td>Honor Students of All CTE Programs</td>
<td>National Technical Honor Society (NTHS)</td>
</tr>
</tbody>
</table>

CTE Entrance Requirements and Lab Fees

Carl Keen CTE has an open admissions policy provided guideline requirements for the program of interest have been met. (See program requirements below) All first year students interested in enrolling in a CTE program should complete a student interest survey at the feeder school. The enrollment committee screens all applications, including non-traditional, ELL, and students with disabilities.
Minimum Requirements for enrolling in a program:

- Minimum 2.5 GPA and/or 8.0 TABE Score for Math and Reading Levels
- Successful completion of Algebra I (B) and Biology I (B) is recommended for Health Science

The program instructor and CTE Counselor will submit a recommendation for student placement based on academic performance, discipline, and attendance. All programs at the Carl Keen CTE Center require lab fees. See the CTE course syllabus for detailed explanations. In addition to basic fees, Health Science students must purchase clothing considered to be uniforms. Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his or her own supplies of pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- CTSO membership dues
- Lab uniform and student organization attire
- Materials for a class project that the student keeps
- Fees for field trips, damaged textbooks, and school-owned equipment

Returning Students

Students returning for the second year of a occupational program will receive top priority in program placement. To be eligible to return to an occupational program for the second year, a student must have achieved a passing grade for the first year, be in good academic outstanding, and meet attendance/discipline requirements.

CTE Administration/Guidance Services/Student Services

The CTE Director serves as administrator at the CTE center and is responsible for all vocational education programs in the district. Carl Keen Career Counselor provides a full range of guidance services to the students enrolled in occupational programs. This service includes: Career and college information, individual and small group counseling, job placement assistance, assessment, consultation, and referrals. The student service coordinator is a certified teacher who provides additional academic support, remediation, and support services to special population students.

Discipline at the CTE Center

The CTE Director is primarily responsible for the enforcement of student discipline. Students who fail to observe the CMSD standard of conduct will be referred to the CTE Director for appropriate action. Refer to the discipline section of this handbook for examples of offenses that would require student discipline.

The goal of Carl Keen CTE is to provide students with a foundation that will enable them to use abilities and talents in a real world situation. Every work situation has a number of written rules-violations of which can cause serious problems. Disciplinary measures will be administered to fit school violations and offenses. In case of violations of the Carl Keen CTE rules and regulations, every attempt will be made to discuss the infraction and impress on the student the seriousness of the offense. If discussion and counseling do not resolve the problem; or if the offense is of very serious nature the director will recommend suspension. In all cases, the suspension will be effective at both the CTE Center and the “feeder” school. Should a student receive disciplinary action for violating rules and conduct during a fieldtrip or career technical student organization competition, the student will not be allowed to participate in future events.

CTE Lab and Workshop Safety

The safety of our students and instructors is of paramount consideration in the learning process. First, we do not want our students or instructors injured; secondly students should learn safe work practices and procedures so their entrance into the world of work will be smooth and accident free. Safety is an integral part of each program curriculum. Every student must take a safety test related to their program and score 100% before being allowed to use any equipment in the lab or classroom. We strive to comply with all aspects of the OSHA code and accepted industrial safety standards. All students are expected to follow all safety rules.

The individual instructor will have the discretion to determine if jewelry can be worn in the classroom lab. Students will receive a detailed Safety Manual which will be required reading and the contents of it will be covered in orientation.

Campus Entrance/Exit

If students are given permission to leave a teacher’s classroom, they must have an official hall pass stating the time and place of departure, intended destination, and the teacher’s signature. Students must visit CTE Office to obtain a hall pass to return to feeder school for any reason. All staff members and students will be held accountable for adhering to the issuance and possession of hall passes.
Visitors
Parents are welcome to visit the Carl Keen CTE Center. All visitors must first report to the main office to sign in, provide identification and obtain a pass. Visitors must return to sign out prior to leaving the building. Visits to individual classrooms during instructional time are permitted only with the Director’s approval, and such visits are not permitted if their duration or frequent visits interfere with the delivery of instruction or disrupts the normal school environment. Since visitors may serve as role models to students, all visitors must adhere to the highest standards of courtesy and conduct.

CTE Student/Parent Conferences
Conferences may be held as needed and may be scheduled to include a counselor or administrator. Contact the counselor or the director to arrange conferences in which one or both are to be included. Conferences with parents or other individuals shall be scheduled during the teacher’s planning time or after school at 3:30pm. Individuals coming to the school for conference must report to the office before going to the conference. Parents are encouraged and invited to visit the CTE Center. Parents may call the CTE Counselor’s office at 662-627-8580 and make an appointment to talk about their child (s) progress.

SPECIAL PROGRAMS

ADVANCED PLACEMENT PROGRAM
The Advanced Placement Program (AP) was designed by the College Board to give high school students an opportunity to enroll in college-level courses during their junior and senior years in high school (or even earlier). Because the AP curriculum and exams are standardized nationwide, AP gives students an opportunity to complete coursework that is recognized by a majority of the U.S. colleges and universities as a measure of a student’s ability to handle the rigor of college work. All AP courses offered by the district are authorized the College Board and are taught by AP certified teachers. AP courses offered by the district are weighted on the Honors/Advanced quality point grading scale. All students enrolled in AP courses in the district are required to take the AP exam. The district participates in the Mississippi Department of Education (MDE) AP Test Fee Reduction Program, which provides funding to defray the cost of AP exam for low-income students.

EXCEPTIONAL EDUCATION PROGRAM
The Office of Exceptional Education is charged with ensuring compliance with the Individuals with Disabilities Education Act (IDEA) 2004) in the identification and evaluation (Child Find), eligibility an individualized education programming for students with disabilities. It also is responsible for ensuring compliance with Section 504 of the Rehabilitation Act of 1973. Section 504 provides the services and aids necessary for students with disabilities to participate in and benefit from public instruction. In addition, the Office provides a variety of support services to student with disabilities and regular education students. These services include: Psychological services including pre-school and school-age assessment, Social work, Speech/language evaluation and therapy, Physical therapy, Occupational therapy, Augmentative communication, Assistive technology, Special medical needs, Behavioral intervention, Homebound education, Student intervention and support and School support of student with disab
ENGLISH LANGUAGE LEARNER (ELL) PROGRAM
The Clarksdale Municipal School District provides services to ELL students at select school sites and transportation is provided. For information regarding this program, please contact Federal Programs Director.

Note: Mississippi no longer uses the Stanford English Language Proficiency Test as the state assessment. Mississippi has now joined the World-Class Instructional Design and LAS Links. LAS Links materials will be used for the proficiency assessment of our ELL students.

DISTRICT/SCHOOL RESPONSE TO INTERVENTION – Multi-Tiered System of Supports
If a student is not successful after planned and implemented interventions at the school, he/she should be referred to the district Teacher Support Team. Additional information regarding the Teacher Support Team process may be requested from the district TST contact person(s).

MDE requires that each school has an instructional model designed to meet the needs of every student. The model shall consist of three tiers of instruction.

Tier 1: ALL Students receive High Quality Classroom Instruction and supports for Academic and Behavior

Tier 2: All Students receive High Quality Classroom Instruction and supports for Academic and Behavior with Supplemental Instruction for identified skill deficits

Tier 3: ALL Students receive High Quality Classroom Instruction and supports for Academic and Behavior with Intensive Intervention for multiple identified skill deficits

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

- designed to address the deficit areas;
- research based;
- implemented as designed by the TST; and
- supported by data regarding the effectiveness of interventions.

Teachers should use progress monitoring information to (a) determine if students are making adequate progress, (b) identify students as soon as they begin to fall behind, and (c) modify instruction early enough to ensure each and every student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

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

a. Grades K-3: A student has failed one (1) grade;

b. Grades 4-12: A student has failed two (2) grades;

c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year;

d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or

e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.
MAGNET SCHOOLS
We are pleased to offer a choice among four (4) high quality elementary Magnet Schools in our district's (1) intermediate school, (1) middle school, (9th) grade academy, and (1) high school. To learn more about these programs please visit our website at www.cmsdschools.org.

CARL KEEN CAREER TECHNICAL CENTER
The Carl Keen Career Technical Center Program follows the Mississippi standardized, state-wide curriculum. Each curriculum is revised by a team of program area instructors every four years based on research in the field, as well as the results of surveys of program area instructors and related industry personnel. Each curriculum references related national and/or state academic, workplace, technology, and industry standards in each unit or course. Exemplary, current references are listed for each unit or course as well.

JROTC PROGRAM
JROTC teaches high school students leadership, citizenship, and character education skills that could help at risk students to stay in school and enhance their success after high school (MDE, Office of Policy, Business and Support Services). The purpose of JROTC is to instill in students in United States secondary educational institutions the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. The JROTC units in our schools provide wellness and physical fitness instruction, support healthy life style choices, and support student behaviors that contribute to safe school environments. In Mississippi, JROTC can serve as a substitute for the physical education credit graduation requirement.

GIFTED
The Clarksdale Municipal School District provides a program of enrichment for intellectually gifted students in second through sixth grade. The classes are called “LEAD” and serve second through eighth grade students at each school. Students spend five hours per week in the gifted enrichment program and the rest of the week in their general education classrooms. Mississippi Department of Education gifted regulations and state mandates require that intellectually gifted students in grades two through six be provided services by a teacher with gifted endorsement for a minimum of five hours per week. Intellectually gifted students in seventh and eighth grade are also served five hours per week in CMSD.

STAGE 1: REFERRAL
Referral for the gifted education program is based on consideration of performance in the regular classroom, potential ability, test performance, intellectual characteristics, creativity, and/or leadership potential. While grades and/or achievement test scores might be an indicator of giftedness, by MDE Regulations, neither classroom behavior, grades, or achievement test scores may be used to eliminate a student from the identification process.

As mandated in MDE Gifted Regulations, the Clarksdale Municipal School District follows the state minimal scale/percentile score criteria on all referral measures. (Note: This is required in the new regulations and must be approved by our school board.)

There are two types of gifted referral processes:
Type One – The Mass Screening Referral Process addresses those students who are mass screened for gifted eligibility.
Type Two – The Individual Referral Process addresses those students who are individually referred for gifted eligibility.

Type One: Mass Screening Referral Process
A normed group measure of intelligence will be administered to all first grade students in the mass screening referral process to assist in identifying students in underrepresented populations. All students who obtain a full scale/composite score at or above the 90th percentile shall move forward in the referral process.

In addition to the normed group measure of intelligence obtained in mass screening, a student shall satisfy two of the following criteria before moving forward to Stage 2 of the identification process, LSC Review of Referral Data:
1. a score at or above the superior range on a normed published characteristics of giftedness checklist,
2. a score at or above the superior range on a normed published measure of creativity,
3. a score at or above the superior range on a normed published measure of leadership,
4. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
5. a score at or above the 90th percentile on a normed measure of cognitive ability,
6. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
7. other measures that are documented in the research on identification of intellectually gifted students.

Type Two: Individual Referral Process
This process involves students who are individually referred for gifted eligibility. Any student who does not meet the minimum acceptable criteria (score in the 90th percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria, can be referred by anyone for the Individual Referral for Screening Process. The individually referred student shall not be excluded from the referral process by his or her performance on the normed group measure of intelligence administered during the Mass Screening Referral Process.

All students in grades served by the program comprise the initial screening pool of potential recipients for gifted education services. A student may be referred for consideration, pending documentation of the above criteria, by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. A referral must be initiated by written request to the teacher of the gifted. The person initiating the referral shall sign the referral form and date it. Once the student is referred, the district personnel shall collect the data required to satisfy the referral criteria. Once a referral form has been initiated, signed, and dated, only the LSC or parents can stop the identification process.

Students participating in the Individual Referral Process shall satisfy three of the following criteria before moving forward to the LSC Review of Referral Data Stage:
1. a score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months,
2. a score at or above the superior range on a normed published characteristics of giftedness checklist,
3. a score at or above the superior range on a normed published measure of creativity,
4. a score at or above the superior range on a normed published measure of leadership,
5. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
6. a score at or above the 90th percentile on a normed measure of cognitive ability,
7. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
8. other measures that are documented in the research on identification of intellectually gifted students.

STAGE 2: LSC REVIEW OF REFERRAL DATA
Once the referral data have been collected, the LSC shall review all data and make one of the following recommendations:
1. the student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
2. the student has not satisfied minimal criteria on at least three measures, however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
3. the student has not satisfied minimal criteria on at least three measures and the identification process should stop.

Provisions for Emerging Potential for Gifted Populations
At this point the LSC shall make the decision as to the possibility that the student could be eligible for consideration as a candidate for an emerging potential for gifted assessment. If it is believed that the student might have emerging gifted potential, then the Emerging Potential for Intellectually Gifted Assessment Checklist will be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for factors that exist and may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

STAGE 3: PARENTAL PERMISSION FOR TESTING
If a student meets the criteria for referral, the Gifted Local Survey Committee will recommend individual assessment to determine eligibility for an “Intellectually Gifted” ruling. Written parental permission for testing must be obtained before any individual testing is initiated and parents will be notified in writing of their rights under PERPA.

STAGE 4: ASSESSMENT
District personnel shall review and compile all data available on the student. This data shall be made available to a licensed examiner who will administer an individual test of intelligence.

In no case will the examiner be related to the student being tested. The examiner shall review all available data on the student to select the most appropriate test of intelligence. Standard operating procedures will be followed during the selection and administration of all assessments as reflected in the examiner’s manuals.
A student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria.

Identification criteria, as approved by the MDE on the Clarksdale Municipal School District Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

**STAGE 6: LSC ELIGIBILITY DETERMINATION**

Once the Assessment Report is finalized, the LSC shall meet to review all data and determine if eligibility criteria have or have not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program.

**Parental Notification**

Parents of each student tested will be notified in writing about the results of their child’s assessment for the intellectually gifted program and their rights under the Family Education Rights and Privacy Act (FERPA). District personnel shall offer to explain any of the results about which the parents have questions.

**OUT-OF-STATE GIFTED ELIGIBILITIES**

As each state has a unique set of eligibility criteria for placement in a gifted program, a student moving to Mississippi with a gifted eligibility from another state must satisfy Mississippi eligibility criteria before being considered for placement in the gifted program. The eligibility ruling from another state may be used to initiate the referral process in Mississippi.

There is no temporary placement in the gifted program while the student goes through the eligibility process within the district.

**PLACEMENT IN THE GIFTED PROGRAM**

Once a student is ruled eligible for placement in the gifted program, the parent has the right to agree to placement or withhold placement of the child in the program. Written parental permission must be obtained before the child can be placed in the program.

**PEACE PROGRAM** - “Days of Peace” is a program designed to teach students multiple approaches to resolve conflict in a positive manner. The approaches that will be used include: a conflict curriculum, peer meditation, problem solving, Days of Peace Count-Up, and an impressive incentive and reward component. The program’s goal is to alter the total school environment in order to create a safe community and foster non-violence and a multicultural appreciation. The Peace Flag is the symbol for the program. Each school will fly the flag for every non-conflict day. When a conflict occurs, the flag will come down. This is one of the ways that the community will have to keep up with the progress of the program. A giant size display of the peace program and the days will be located in each school. Students will be given the responsibility of marking the board each conflict free day. Each 25 days without a conflict, the students will receive a reward or incentive to keep up the good work. The ultimate goal of the program is to teach youth how to manage conflict so that we can reduce the number of incidents of violent behavior.
General Guidelines
No students' appearance should cause a distraction to such an extent that it violates another student's right to an education. All students are expected to observe minimum standards of hygiene, sanitation, and personal appearance. All students are expected to be in uniform each day unless specifically instructed differently by the building principal. The Board of Trustees approved the following recommendations for clothing to be worn in elementary, middle, and high school of the Clarksdale Municipal School District.

1. Uniforms should be color-coordinated clothing.
2. The following regulations will be followed for shirts/tops:
   A. Shirts/tops must be light blue or navy blue (*No Logos, Stripes, or Emblems)
   B. Shirts/tops must have a collar.
   C. Shirts/tops may not be sleeveless.
   D. Shirts/tops must cover the body and be tucked in throughout the school day.
   E. No shirts/blouses/hoodies should be worn over the uniform shirt.
3. The following regulations will be followed for pants/skirts/shorts/skorts/jumpers:
   A. Pants/skirts/shorts/jumpers may be khaki or navy blue.
   B. No logos/emblems shall be on the clothing.
   C. Pants must be worn at the waistline and should not be worn below or on the buttocks or hip area. Sagging pants will not be tolerated! School officials may use fasteners and string to assist students in keeping pants at the waistline.
   D. A belt must be worn if there are belt loops. The belt must be navy, khaki, or black in color.
4. No warm up pants, sweat pants, or wind pants are allowed.
5. No DENIM of any color is permitted.
6. Furthermore, the following general regulations apply:
   A. Headwear should be as follows:
      1) Students are permitted to wear hats during inclement weather provided these hats are removed upon entering the building. No caps, hats or headwear shall be worn inside the building. (Penalty: Confiscation.)
      2) Students will wear only plain white tee-shirts or undershirts beneath their school uniform shirt. (No black, red, or other colored t-shirts should be worn).
   B. Due to safety concerns, proper shoes must be worn at all times. Only closed-toed shoes are permitted. Flip-flops are not considered proper shoes.
   C. Immodest clothing will not be tolerated. Clothing must not contain holes, torn spots, or frays. Students should not wear clothing that is not tight or too loose.
   D. Skirts and shorts should be of a length that when a student's arms are extended downward by the sides in a natural position and the shorts are at the proper position at the waist, the length of the skirt, shorts, etc. must be as long as the longest fingertip.
   E. Any student who has a beard or mustache must keep it neatly trimmed.
   F. Female students must wear age-appropriate undergarments and the front of the clothing should not be worn so that it becomes immodest.
   G. Undergarments should not be visible at any time.
   H. No halters or halter dresses may be worn.
   I. Hair must be properly groomed.
   J. Sunglasses will not be worn in the building. (Penalty: Confiscation)
K. Female students must wear age-appropriate undergarments and the front of the clothing should not be worn so that it becomes immodest.
L. Undergarments should not be visible at any time.
M. No halters or halter dresses may be worn.
N. Hair must be properly groomed.
O. Sunglasses will not be worn in the building. (Penalty: Confiscation)

No gang related clothing or jewelry shall be worn by any student. Absolutely no body-piercing will be allowed (i.e. tongue, nose, lip, cheeks, etc.) Small earrings worn in the ears by young ladies are the only acceptable form of body-piercing. **No earrings are to be worn by male students.** Any student who violates the uniform policy will be corrected upon entering the school building. If the student cannot correct his/her uniform before entering the school, his/her parent/guardian will be contacted and asked to bring the necessary clothing.
The Board of Trustees has adopted these standards expecting the support of parents and students in the spirit for which the standards are intended. Students are expected to dress and groom within the limits set by the standards. Students are expected to obey the rules and directions of the teachers and principals in charge of their educational program. Parents are requested to encourage their students in participating in the spirit intended by the standards for personal appearance and the discipline program.

The standards of dress, grooming, and discipline with appropriate methods of enforcement and appeal, have been established to provide an environment and conditions whereby the school district’s educational program can be so planned, adopted, and conducted as to provide each child the training and opportunity to take his/her place in a democratic society. On rare occasions, principals may make exceptions to these guidelines for special events, e.g., for school spirit events, as part of a reward system, for more formal events, or whatever the principal deems necessary.

Disciplinary action will consist of procedures set forth by classroom or school-wide discipline plans, isolation, detentions, corporal punishment under existing school policy, loss of privileges, denial of participation in school activities, probation or a combination of any one or more of such actions, including appropriate constructive assignments, depending on the seriousness and the circumstances of the offense, and the attitude of the student.

In implementing conduct and personal appearance regulations, it should be kept in mind that the primary responsibility for the conduct and personal appearance of a student rests with the student and the parents. Administrators and teachers shall hold students to strict account for disorderly conduct or misconduct at any school, on the way to and from school, on the playgrounds during recess, at school meetings, programs, functions, and on school buses. The superintendent or principal of any school may suspend any student from school for good cause, but such suspension shall be reported promptly to the Board of Trustees. The superintendent or the principal of a school shall have the power to suspend a student for any reason for which such student might be suspended, dismissed, or expelled by the Board of Trustees.
CODE OF CONDUCT
Board Policy – JCB

Good student conduct and discipline are basic to the ability of the school to offer a productive learning environment. Students and parents have a responsibility to know and respect the rules and regulations of their school. Students are responsible for conducting themselves in a manner appropriate for good citizenship. School personnel are authorized to hold every student strictly accountable for misconduct in class, on the school grounds, at all school-related activities, and going to and from school.

Students in the Clarksdale School District are expected to:

* Attend all classes daily and be punctual
* Come to class prepared and have appropriate working materials
* Be respectful of all persons and property
* Display appropriate Behavior at lunch and in assemblies
* Refrain from profane or inflammatory statements
* Behave in a safe and responsible manner
* Accept responsibility for their own work and behavior
* Abide by the rules and regulations of the school and classroom
* Refrain from eating, drinking, and chewing gum

The Clarksdale Public School system should adhere to all policies and procedures of the MS School Safety Act as set forth in Senate Bill 2239, which establishes the "Mississippi School Safety Act of 2001."

CLASS I DISCIPLINE INFRACTIONS
Board Policy - JDA

Class I discipline infractions include repeated infractions of classroom management procedures or rules, or other misconduct that disrupts the learning environment to the extent that the classroom teacher needs administrative support to correct the problem. The following is a non-inclusive list of Class I infractions:

- Verbal assault on another student (bullying included)
- Being in possession of gambling paraphernalia
- Use of profane language
- An inappropriate public display of affection (stroking, kissing, touching, etc.)
- Cutting detention hall
- Dress code violation
- Cutting class
- Possession of electronic devices (I-pods, CD players, cell phones, etc.)
- Other misconduct which the principal or his/her designee may deem to fall in this category
AUTHORIZED DISCIPLINARY CONSEQUENCES FOR CLASS I DISCIPLINE INFRACTIONS
- Warning from teacher during a teacher-student conference and/or parent contact
- Referral to counselor with parent contact
- One (1) to two (2) days of In-school Suspension (depending on the severity); parents are notified as to the behavior and the consequences of further misconduct
- One (1) to two (2) days of After-school Detention (depending on the severity); parents are notified as to the behavior and the consequences of further misconduct
- Conference with administrator, teacher, parent, and student
- Two (2) to (3) Three days of Out of School Suspension
- Possession/use of electronic devices at school is:
  - 1st Offense – confiscation and returned to parent
  - 2nd Offense – confiscation returned to parent at the end of the school year.

Refusal to give electronic device to CMSD employee is 5 days out-of-school.
- Other appropriate actions as deemed necessary by the principal

NOTE: If a student is suspended (OSS), he/she is not allowed on the property of the Clarksdale Municipal School District without supervision nor is that student to be in attendance at any school-related function. Failure to adhere to this may lead to more serious charges being lodged against the student. Every attempt will be made to notify parents.

CLASS II DISCIPLINE INFRACTIONS
Board Policy - JDA
Class II acts of misconduct include those student infractions, which are somewhat more serious than Class I and in their effect on the safe and orderly process of school program. The following is a non-inclusive list of Class II infractions.

- Habitual violations of Class I infractions (three or more violations)
- Unauthorized leaving of the classroom (teacher has not given the student verbal or written permission)
- Gambling
- Bullying -
  - Fighting (minor or little injury)
  - Conspiring to or creating a disturbance in the classroom, on the bus, on school property, or at any school function
  - Habitually leaving the school campus/cutting class or visiting another school during school hours without proper permission
  - Vandalism, stealing, malicious mischief (gang association or affiliation)
  - Trespassing (unauthorized presence of a student on school grounds before, during, or after school: This would also cover being at school while already under suspension, in-school, or out of school)
- Inappropriate touching/fondling of another person
- Possession of fireworks
- Possession of propane lighters or matches
- Use of obscene manifestations or sexual propositions (verbal or written) toward another person
- Other misconduct which the principal or his/her designee may deem to fall in this category

AUTHORIZED DISCIPLINARY CONSEQUENCES FOR CLASS II DISCIPLINE INFRACTIONS
- After-school detention (minimum of one (1) hour)
- Suspension from school three (3) to five (5) days based on the previous suspension (unless fighting is involved and the second offense could be a ten day suspension with a recommendation for expulsion)
- Suspension from school five (5) to ten (10) days based on previous suspension and student goes before the Disciplinary Committee
- Ten (10) day suspension pending a recommendation for expulsion
- Parents and/or students will be responsible for total restitution for any injury to others requiring medical attention, items, stolen or damaged.
Parents will be held financially responsible for a child’s destructive acts toward school property or persons. The school may require parents to attend a disciplinary conference related to inappropriate misconduct involving their child. Parents who willfully fail to attend a properly noticed conference may be guilty of a misdemeanor. MS Code Ann. § 37-11-53.

- Loss of privileges to all school activities (e.g. field trips, assemblies, athletic events, etc.)
- Other appropriate actions as deemed necessary by the principal

The penalty for being involved in a fight, defined as an exchange of physical blows (hitting, slapping, pushing, kicking, or shoving) will result in one of the following consequences: Three (3) to five (5) days of Out of School Suspension; Five (5) to ten (10) days of Out of School Suspension (OSS), or ten days of Out of School Suspension with recommendation for placement at the Alternative School and/or expulsion. Those students who hit other students, and there is no response from the other student could be subject to 5 days suspension or recommendation for expulsion. Students who do not fight back may not be subject to punishment. Those students should report the incident immediately to an administrator or teacher. Students should not take matters into their own hands but should allow an administrator to handle the situation.

In the event a fight breaks out, students are advised to move away from the area of the disturbance, tend to their own business, and not get in the way of administrators or teachers who are trying to deal with the situation. Standing around, standing on tables, standing in aisles so as to hinder the school officials, and/or refusal to leave the scene when asked to do so, are violations of the no fighting policy. They constitute the offense “party of an affray” and disciplinary actions may result.

Students who instigate fights but are not actively involved (that is, students who carry rumors, put others up to fighting, carry information back and forth between other individuals who subsequently fight) submit themselves to the same penalties as those involved in the fight. **Fighting will not be tolerated on any campus, on any school bus, or at any school sanctioned activity.**

### CLASS III DISCIPLINE INFRACTIONS

**Board Policy - JDA**

Class III acts of misconduct include those student infractions, which seriously disrupt the learning process, endanger or seriously affect other students, and perhaps violate the law. The following is a list of Class III infractions. Note that the list is not all inclusive and other infractions may also be considered at this level.

- Habitual violations of Class I and II Discipline Infractions (three or more violations)
- Unauthorized possession, use, or distribution of drugs or alcohol and other related paraphernalia
- Possession or use of tobacco products and paraphernalia
- Fighting (three of more students involved)
- Stealing
- Bullying
- Extorting
- Arriving on campus or at a Clarksdale Municipal School District function under the influence of drugs or alcohol
- Habitually visiting other schools without permission/trespassing
- Use of obscene manifestations or sexual propositions (verbal or written) toward another person
- Defiance/insubordination or use of obscene language to any Clarksdale Municipal School District employee
- Threatening assault or intimidating a district employee or a student (bullying-gang related included but not limited to)
- Intentional burning or attempting to burn Clarksdale Municipal District property, or the property of a Clarksdale Municipal School District employee, or that of another student
- Vandalizing school property (non-gang or gang related)
- Assault or threatened assault upon Clarksdale Municipal School District employees
- Possession or threat of possession of firearms or any other weapon (real or replica)
- Making a bomb threat or setting off a fire alarm
- Use of fireworks
Gang insignia, signs, symbolic dress, drawing, pictures, or gang related activity will not be tolerated. The School District shall ensure that any student wearing, carrying, or displaying gang paraphernalia or exhibiting behavior or gestures that symbolize gang membership and/or participating in activities that intimidate or affect the attendance of another student shall be subject to appropriate disciplinary action.

Any student who sets off a fire alarm or activates a teacher emergency intercom button is not only interrupting instruction, but is creating a false emergency that could endanger everyone in the school.

Any misconduct which the principal or his/her designee may deem to fall in this category.

AUTHORIZED DISCIPLINARY CONSEQUENCES FOR CLASS III DISCIPLINE INFRACTIONS

- Suspension from school ten (10) days or recommendation for long-term placement at Ombudsman
- Parents and/or students will be liable for total restitution for any injury to others requiring medical attention, items, stolen or damaged
- Loss of privileges to all school activities (e.g. field trips, assemblies, athletic events, etc.)
- Other appropriate actions as deemed necessary by the principal

School officials should immediately seek help from the CMSD Police Department and/or the Youth Court (proper reports should be filed as required by law and the student may be suspended for up to 10 days and may cause for a recommendation for expulsion).

It is the responsibility of the principal and/or his designee to notify the student and parent in regard to any special stipulations regarding discipline. These items include being on school property, make-up work, and if days missed count total.

WEAPONS AND VIOLENT ACTS

Any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substance Law, a knife, handgun, other firearm or any instrument considered to be dangerous and capable of causing bodily harm, or who commits a violent act 1 on Educational Property, as defined in the Mississippi Code 97-37-17 should be subject to automatic expulsion by the superintendent or principal from such school. Such expulsion should take effect immediately subject to the constitutional rights of due process. 2

1 A violent act is one defined as an act punishable as a felony and/or misdemeanor and is prohibited by the Mississippi Code. 2 (See page 36 of the Mississippi Code for Rights of Due Process.

BOMB THREATS

Board Policy – EBBCA

The personnel of the district shall cooperate fully with the police in planning and carrying out the procedures for dealing with bomb threats. All personnel, including office staff and custodians, shall be given instructions for carrying out their responsibilities in the event of such situation.

The following procedures shall be used as guidelines:

1. The safety of students and personnel shall be of primary concern;
2. Identification of person or persons making the threat is of prime importance;
3. Immediate reporting of an incident to the superintendent's and chief of police offices must be made;
4. The principal will make the decision to evacuate, complying with any directions given by the superintendent or any order given for evacuation by the police;
5. Establish staff responsibilities for searching the building. The request of an employee to refuse to participate in a search shall be honored; and,
6. Students shall not be dismissed from school until the end of the school day. Instead, if evacuated, they shall remain in designated areas until the principal and police are satisfied that no danger exists. Teachers shall remain with their students and be responsible for them.
NOTICE OF UNANNOUNCED SEARCH POLICY
Board Policy – JCDA

The Fourth Amendment to the United States Constitution and Article 323 of the Mississippi Constitution provides all people with the right to be secure in their persons, houses, papers, and effects against unreasonable searches. However, circumstances will arise where searches of students' persons, possessions, lockers, desks and vehicles will be necessary. Administrators have the authority and obligation to exercise discretion in the implementation of this policy, balancing the District's responsibility to maintain discipline, order, and a safe environment conducive to education with the students' legitimate expectations of privacy.

1. REQUIREMENTS

All searches must be pre-approved by the superintendent, principal, assistant principal, and/or acting principal. No other District employee may authorize a search except where an emergency situation exists.

At least two District employees must be present while a search is conducted. If, in the discretion of the administrator or employee conducting the search, the search is particularly intrusive, the person conducting the search and the witnesses, or at least one of them, should be the same sex as the student. No student other than the student who is the subject of the search may be present during the search. All searches must be reasonable in scope.

2. SEARCHES PERMITTED

Searches are permitted as follows:

A. PERSON, POSSESSIONS and LOCKERS: Searches of a student's person, possessions or lockers may be conducted if a District employee has prior individualized reasonable suspicion that a student has violated or is violating a District policy, school rules or regulations or the law and that the search will result in discovery of evidence of such violation.

B. DESKS, OTHER SCHOOL PROPERTY: Searches of desks and other school property (except lockers) may be conducted at any time, with or without reasonable suspicion of a violation.

C. VEHICLES: Searches of vehicles driven to school by or for students may be searched by visual inspection with or without reasonable suspicion of a violation. If a visual search results in individualized reasonable suspicion of a violation, a more intrusive search of the vehicle may be conducted at the direction of the principal.

D. CANINE SEARCHES: The District may at any time utilize canines to search vehicles, possessions not on the student's person, desks, lockers and other school property, with or without reasonable suspicion of a violation. A canine response indicating the presence of contraband constitutes reasonable suspicion and a more intrusive search may be conducted at the direction of the principal.
E. **GROUP SEARCHES:** Caution shall be exercised when a search involving a number of students is conducted. In most instances, in order to justify a search, the District’s reasonable suspicion must be particularized to an individual student. Exceptions to this requirement are appropriate only where the intrusiveness of the search is minimal, such as canine searches of lockers, desks or book bags or automobile searches, etc.

F. **STRIP SEARCHES:** No student shall be subjected to a strip search except where an emergency situation exists and with pre-approval by the principal. No student shall be asked to remove any article of clothing in the presence of a member of the opposite sex or of other students.

3. **DEFINITIONS**

A. "Reasonable in scope" means that the degree of the intrusion must be consistent with the objective of the search. Factors to be considered in whether the scope of a search is reasonable include, but are not limited to, the following:

1. The student's age, maturity, and sex;
2. The nature or level of seriousness of the suspected violation; and
3. The intrusiveness of the search, e.g. a canine search is less intrusive than a locker search; a locker search is less intrusive than a "pat down;" etc.

B. "Reasonable suspicion" refers to a flexible concept requiring the application of experience and common sense. Determinations of whether reasonable suspicion to support a search exists shall be made on a case-by-case basis with due consideration of all circumstances. In all cases, "reasonable suspicion" must be supported by facts.

Factors to be considered in making this determination include, but are not limited to, the following:

1. The reliability of the information indicating that evidence of a violation may be discovered;
2. The existence of reasonable suspicion that such evidence will be discovered;
3. The individualization of the suspicion toward the person to be the subject of the search;
4. The prevalence or seriousness of the problem to which the search is directed;
5. The exigency of the circumstances; and
6. In some circumstances, the student's history and record in school.

C. An "emergency situation" exists if the destruction of evidence or use of contraband is an immediate possibility. In such a case, an administrator must be notified immediately. However, if an emergency situation does not exist, employees should take steps to prevent the possible destruction of evidence or use of contraband while securing approval for a search.
4. **DISCIPLINARY ACTION**

   If a search reveals grounds for a reasonable belief that a violation of a district policy, school rules or regulations or the law, the student will be subject to disciplinary action as provided by District policy.

5. **POLICE SEARCHES**

   School officials are obligated to cooperate with law enforcement authorities who are validly carrying out their official duties. In such cases involving a student, the District shall make an immediate attempt to notify the student's parent, guardian, or custodian. The principal or principal's designee shall attend the search if conducted on or about the school premises and shall take any disciplinary action necessary as a result of the search.


**PROXIMITY TO A CAMPUS POLICY**

A principal or principal's designee may discipline a student for dangerous or violent acts or the sale of controlled substances if such acts are committed away from the school or school related activities by recommending assignment of said student to the alternative school, if there is a showing that the non-school related conduct of the student has a direct and negative effect upon the learning environment of the school and/or constitutes a threat to the safety of the student or others. Any student, parent, or guardian aggrieved by the decision of the principal or principal's designee shall be entitled to due process pursuant to the District's existing policy on short and/or long term suspension.

After an arrest of a student or expressed permission from a youth court designee, a security officer or the city police may transport a student to the detention center. Every effort will be made to contact the parent/guardian when a student has been arrested.

   1. If the student is otherwise legally enrolled in school, the principal or principal's designee may suspend the student for up to ten (10) days and make a recommendation to the Superintendent that the student be expelled, or
   2. If the student is not enrolled but subsequently attempts to enroll in the school, the principal or principal's designee may disallow enrollment of the student.

**PHYSICAL RESTRAINT POLICY**

When it becomes necessary, the Board approves the use of physical restraint for students who are out of control when that behavior becomes a danger to him/herself or someone else, or involves the destruction of property. Physical restraint may be used on any school property or anywhere the District has supervisory responsibility to diffuse the danger.

**POSSESSION/USE OF TOBACCO AND TOBACCO PARAPHERNALIA POLICY**

Board Policy – GBRM

Through policy, Clarksdale Municipal School District enforces tobacco-free environment. Therefore, the schools will provide a program presenting the harmful effects of tobacco on the body.

The use of any tobacco products in school buildings, on school grounds, or while operating school owned equipment is prohibited. The total ban on tobacco is the strongest statement Clarksdale Municipal School District can make to show students, employees, and visitors its concern for their health and well-being.

**WEAPONS-FREE SCHOOL POLICY**
WEAPONS-FREE SCHOOL POLICY
Board Policy-JCDAE

The Clarksdale Municipal School District Board of Education recognizes that the possession of firearms or other weapons on school premises or at school function by persons other than duly authorized law enforcement officials creates an unreasonable and unwarranted risk of injury or death to district employees, students, visitors, and guests and further creates an unreasonable and unwarranted risk of damage to properties of district employees, students, visitors, and guests. Because of such dangers, the Board hereby prohibits the possession of pistols, firearms, or weapons in any form by any person other than duly authorized law enforcement officials on school premises or at school functions, regardless of whether such person possesses a valid permit to carry such pistols, firearms, or weapons:

A. DEFINITION OF PROHIBITED WEAPONS
Prohibited weapons include, but may not be limited to, the following:

1. Gun, rifle, pistol, other firearm
2. Dynamite cartridge, bomb, grenade, mine or other explosive
3. BB gun, air rifle, air pistol
4. Bowie knife, dirk, dagger, switchblade, pocketknife or other knife
5. Slingshot
6. Leaded cane, blackjack
7. Metallic or other artificial knuckles
8. Razors, razor blades
9. Any sharp-pointed or edged instrument (except instructional supplies, unaltered nail files and clips and tools used only to prepare food or for instruction and maintenance of school property)
10. Any instrument having the effect or appearance of a weapon (including utensils, imitation firearms or knives, etc.)

B. PERMITTED USES
The superintendent or principal, as appropriate and in his discretion, may give prior approval for weapons to be on or about campus under the following circumstances:

PERSISTENTLY DANGEROUS SCHOOLS OR UNSAFE SCHOOL OPTION
Under the No Child Left Behind Act of 2001, states receiving Title I funding are required to develop and implement a statewide policy which provides that a student who attends a persistently dangerous elementary or secondary school as determined by the state in consultation with a representative sample of local school districts, or who becomes a victim of a violent criminal offense, as determined by state law, while in school or on the school grounds, will be allowed to attend a safe public elementary or secondary school within the Clarksdale Municipal School District, including a public charter school.

The Mississippi State Board of Education defines a persistently dangerous school as one that:

a) A "persistently dangerous school" is a public school other than a charter school in which the conditions during the past two school years continually exposed its students to injury from violent criminal offenses and it is:
   (i) an elementary, middle or secondary public school in which a total of 20 or more violent criminal offenses were committed per 1000 students (2.0 or more per 100 students) in two consecutive school years; or
   (ii) an elementary, middle or secondary public alternative school in which a total of 75 or more violent criminal offenses were committed per 1000 (7.5 or more per 100 students) in two consecutive school years
b) "Violent criminal offenses" are the following crimes reported in the Mississippi Student Information System:


Simple or Aggravated Assault as defined in Section 97-3-7 of the Mississippi Code Annotated 1972, as amended,
Homicide as defined in Sections 97-3-19, 97-3-27, 97-3-29, 97-3-31, 97-3-35, 97-3-37, and 97-3-47 of the Mississippi Code Annotated 1972, as amended,
Kidnapping as defined in Section 97-3-53 of the Mississippi Code Annotated 1972, as amended,
Rape as defined in Sections 97-3-65 and 97-3-71 of the Mississippi Code Annotated 1972, as amended, Robbery as defined in Sections 97-3-73, 97-3-77 and 97-3-79 of the Mississippi Code Annotated 1972, as amended,
  1. Sexual Battery as defined in Section 97-3-95 of the Mississippi Code Annotated 1972, as amended, Mayhem as defined in Section 97-3-59 of the Mississippi Code Annotated 1972, as amended, Poisoning as defined in Section 97-3-61 of the Mississippi Code Annotated 1972, as amended, Extortion as defined in Section 97-3-82 of the Mississippi Code Annotated 1972, as amended, Stalking as defined in Section 97-3-107 of the Mississippi Code Annotated 1972, as amended, and Seizure and Forfeiture of Firearms as defined in Section 97-3-110 of the Mississippi Code Annotated 1972, as amended. Students and employees may possess weapons on school grounds only when the weapons are used for valid educational purposes or school-sanctioned ceremonies.
  2. Law enforcement officers and other government officials may carry weapons onto school grounds as permitted by law.

C. PENALTIES FOR VIOLATIONS

Any student who violates this policy will be suspended and recommended for expulsion in accordance with school board policy. Any employee who violates this policy will be subject to disciplinary action in accordance with school board policy. Any visitor who violates this policy will be asked to leave school property immediately and further action, including but not limited to filing criminal charges, may be taken as necessary. Any person violating this policy may be subject to criminal action and penalties as provided in Ms Code § 97-37-17.

D. REPORTING VIOLATIONS

Violations of this policy shall be reported to the appropriate law enforcement officials in accordance with Policies JCBF and JCBF-P.

E. NOTICE

A copy of Ms Code § 97-37-17 shall be posted in public view at each school in the district. LEGAL REF.: Ms Code § 97-37-17 (1995) CROSS REF.: Policies JCBE - Unlawful or Violent Acts

JCDA - School Searches

ILLEGAL DRUGS POLICY

Board Policy – JCDAC

Any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substances Law shall be subject to automatic expulsion for a calendar year by the superintendent or principal of the school in which the student is enrolled; provided, however, that the superintendent of the school shall be authorized to modify the period of time for such expulsion on a case by case basis. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student’s right to appeal to the local school board (Mississippi code 37-11-18). Possession (actual or constructive) or use/consumption of illegal drugs within the Clarksdale Municipal School District shall result in an immediate ten (10) day out- of-school suspension and recommendation for expulsion.
FIGHTING
Board Policy - JCBE

Altercations, whether verbal or physical, are extremely disruptive to the educational processes and will not be tolerated. Fighting is defined as an act of aggression in which a person kicks, or attempts to kick, hits, or attempts to hit, or strikes another in an attempt to injure or do bodily harm. “Hitting back” is the same as fighting. The minimum penalty is the same whether or not the student allegedly started the fight or did not start the fight. The severity of the fight may result in additional or increased consequences.

BUS DISCIPLINE POLICY & PROCEDURES
Board Policy - JCDAD

The superintendent or principals are authorized to institute appropriate disciplinary action including immediate suspension, if warranted, of any student or disorderly conduct or misconduct. All district rules apply to students en route to and from home and school; this includes bus stops.

Severe Clause - Any student reported for fighting and/or possessing, using or under the influence of alcohol, tobacco, or drugs will receive the corresponding punishment listed elsewhere in this handbook.

School Board Meetings

The Clarksdale Municipal School District operates under the governance and guidance of a Board of Trustees. Regular meetings of the Board of Trustees are generally held on the 3rd Thursday of every month at 5:00 p.m. at the school district’s Central Office. These meeting are open to the general public. Persons wishing to address the Board of Trustees must request to do so in writing in advance of the meeting. Student matters and personnel matters are treated confidentially and are therefore not addressed in open session.

SEXUAL HARASSMENT POLICY
Board Policy - GBR; GACN; JB-P

The policy of the School Board of the Clarksdale Municipal School District forbids discrimination against any student, employee, or applicant for employment on the basis of sex. The School Board will not tolerate sexual harassment activity by any of its employees or students. Sexual harassment is a form of sex discrimination and violates both federal and state laws, including Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964. Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment on the basis of race, religion, national origin and sex. Title XI prohibits discrimination on the basis of sex in an educational institution that receives federal funds. In addition to civil law, some forms of sexual harassment may constitute a sexual crime or child abuse under the Mississippi State Criminal Code. Individuals who harass may be personally liable under civil suits, particularly Title IX and 1983 actions. Sexual harassment is unwanted sexual or gender-based behavior of a verbal, visual, or physical nature that occurs when one person has formal or informal power over the other when the behavior interferes with learning opportunities or creates an intimidating, hostile or offensive educational environment.
Examples of behaviors that can be sexual harassment if unwanted:

- Direct or indirect threats or bribes for unwanted sexual activity
- Sexual innuendoes and comments
- Asking or commenting about the sexual activities of a person
- Sex jokes about sex or females/males in general
- Making sexually suggestive remarks, gestures, or jokes, or remarks of a sexual nature about the appearance of a person
- Pester a person for dates or sexual behavior
- Sexual touching, pinching, brushing, or patting
- Displaying offensive sexual illustrations in the school
- Graffiti about the sexuality of a person
- Spreading rumors about the sexuality of a person
- Name calling or the use of profanity/slang with sexual connotations
- Insulting and belittling a person—sexual ridicule
- Letters, notes, telephone calls or materials of a sexual nature
- Stalking a person either inside or outside the institution
- Attempted or actual sexual assault

Sexual harassment is demeaning and degrading. It affects an individual’s self-esteem and can have a negative impact on performance in class. It can make an individual feel angry, powerless and fearful. It can also cause dysfunction and pain in those who are the objects of sexual harassment and those who are not directly sexually harassed but are observers. The fact that someone did not intend to sexually harass an individual is generally not considered a defense to a complaint of sexual harassment. In most cases it is the effect and characteristics of the behavior, not the intent of the person who is alleged to have harassed that determines whether the behavior constitutes sexual harassment. Sexual harassment in the Clarksdale Municipal School District will not be tolerated and, when observed, should be reported to the school administration.

VANDALISM POLICY
Board Policy – JCBFD

Any student who willfully destroys, cuts, defaces, damages or injures any school building, equipment or other school property, or private property on school grounds, shall be subject to suspension or expulsion and his/her parents, legal guardians or custodians shall be liable for all damages.

Liability for Damages
The District may institute legal proceedings against and recover damages provided by law from parents of minor students who maliciously and willfully damage or destroy school property.

Reporting Vandalism
Citizens, students, and law enforcement are urged by the board to cooperate in reporting any incidents of vandalism of District property and the name(s) of the person(s) believed to be responsible. All District employees shall notify the principal of the school when they have knowledge that an act of
vandalism has or may have occurred. The principal shall notify the superintendent or his/her designee of all reports of vandalism.

The superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property. He/she is further authorized to delegate authority to perform these functions.

**SPECIAL EDUCATION DISCIPLINARY APPLICATION**

Special education students’ disciplinary infractions will be handled according to state and federal rules regarding their disabilities.

**DISCIPLINE CONSEQUENCES POLICY**

Board Policy - JDA

**General Guidelines for Detentions, Suspensions and Expulsions**

1. The term “suspension” as used herein shall be defined as the denial of the privilege of attending school in the CMSD imposed after due process upon any student of the District at the direction of the principal of the school in which the student is enrolled or his/her designee but shall not include in-school detention, as that term is defined hereinafter.

2. An out-of-school suspension may be either “short term suspension” which is a suspension of duration of ten school days or less or a “long term suspension” which is a suspension of duration of more than ten school days.

3. The term “expulsion” as used herein shall be defined as a long-term out-of-school suspension for a duration equal to the remainder of the school year and thereafter unless allowed to reenter the school district.

4. For purposes of suspension, expulsion, or in-school detention (as that term is defined hereinafter), the term “school day” as used herein shall be defined as any day on which the school from which a student is suspended or expelled is open for regular classroom attendance by students and shall specifically exclude Saturdays, Sundays, and other days when the school is actually closed to students for regular classroom attendance.

5. The term “in-school detention” as used herein shall be defined as the denial of the privilege of attending the regular classes of a student and his/her being required to attend a special class monitored by a CMSD employee and to study and work on his/her homework and other assignments of that student’s regular classes. Procedures for Short-Term Suspensions (ten school days or less), shall not in any way effect or relate to in-school detention which is addressed by other rules and regulations issued by the District.

6. Students who have been suspended or expelled from any school within the District shall not trespass upon any school campus while serving said suspension or expulsion except for a pre-arranged conference with a principal or other school administrator. Additionally, while serving a suspension or expulsion, students are prohibited from attending any day or night functions occurring on any school campus of the District.

7. No student shall be sent home prior to the end of any school day without the student’s parent or guardian being notified before the student is dismissed. If the parent or guardian cannot be contacted, the student shall be kept at the school until the end of the school day. However, if principal or his/her designee believes that the student’s continued presence in the school presents a danger to the student or to other persons or property or if the student poses an ongoing threat of disrupting the academic process, the principal will contact the appropriate authority to transport the student to the detention center. In the event the student is summarily suspended from the school campus, any necessary due process procedures will follow as soon as practical.
8. All principals shall make a written report of each suspension and expulsion to the Superintendent of the District on the first day of each week of the school year with the report including the name of each student suspended or expelled, a statement for the reasons for the suspension or expulsion of each student, the length and date(s) of each suspension or expulsion, and the race and sex of each student suspended or expelled.

9. Any student returning to any school subsequent to a suspension must return to his/her school accompanied by a parent or guardian for a meeting with the principal or his/her designee before the student will be readmitted to the school.

10. Each school principal or his/her designee shall distribute a copy of the school district’s Code of Conduct to each student enrolled in the district and the parents, guardian, or custodian of such student shall sign a statement verifying that they have been given notice of the discipline policies of their respective school district.

11. The policy shall not apply to any “disabled student” as the Individuals with Disabilities Education Act or similar enactments define that term to the extent that it conflicts with those laws.

12. Effects of Suspension—Student suspensions whether it is ISS or OSS are serious offenses that can jeopardize a student’s participation in school activities or functions. As stated in the school constitution, elite contest rules, and student handbook, suspensions may result in students not being able to hold a student body or class office, participate in homecoming, be in the elite contest, serve as cheerleader, or participate in competitions for the remainder of the school year. Copies of the CHS Constitution, Cheerleader Constitution, and elite contest rules are on file in the principal’s office.

In School Suspension
In-school Suspension (ISS) is an alternative to out of school suspension (OSS). Failure to abide by the rules and regulations of ISS will automatically result in OSS.

Referral Process
The principal and/or assistant principal are the ONLY person authorized to assign a student to ISS. Referrals are either given to the ISS monitor or placed in his/her mailbox at the end of the day, unless the student is assigned during the school day.

Daily Procedures
Any student who has been assigned to ISS is to report to the ISS classroom immediately upon his/her arrival to school. Tardy to ISS will automatically warrant an additional day for each day the student is tardy unless the student receives an excused admittance from an administrator. A day absent from school is NOT considered a day served in ISS.

The first assignment of the day is for the student to copy the ISS rules and procedures. Upon completion, a student may begin his/her regular classroom assignments given by the regular classroom teacher or the ISS monitor.

Teachers of students assigned to ISS are required to send assignments each day. If a student is assigned ISS during the school day, the teacher MUST provide assignments by the end of their planning period or by the end of the school day for the following day. The ISS monitor will report to an administrator if the teacher fails to send assignments.

The only time a student is allowed to leave ISS is to go to the restroom. Student must use the nearest restroom to the ISS room. At no time is the student to leave ISS without permission and a valid pass from the ISS monitor.

Students will not eat lunch with the regular students. The ISS monitor will escort the students to the cafeteria after all other students have eaten.

Students will be dismissed by the ISS monitor at the end of the day.

Students will not be allowed to participate in any school function/activity while assigned to ISS. Students must serve the assigned number of days and complete ALL assignments prior to being released from ISS.

If a student has exhibited good behavior and followed all rules and procedures, the ISS monitor may request early release from the principal or assistant principal who assigned the student to ISS. Once all assignments have been completed, the
student will complete the “IN SCHOOL SUSPENSION CLEARANCE FORM” and have it signed by the ISS monitor and verified by the administrator who assigned the student to ISS. The ISS monitor is responsible for checking the student’s work and assisting him/her in the completion of any and all clearance information.

In-School Detention/Suspension (ISD) 7-12

In-School Detention/Suspension is a disciplinary measure used for minor rule infractions. ISD in our school district is provided at the local middle and high school sites for grades 6-12. Students placed in ISD will be given assignments by their regular classroom teachers and will receive a grade based on the completion of that assigned work. ISD will be held during regular school hours. Rules will be distributed to students who are assigned to ISD. Violation of these rules may result in additional days being added to the original suspension and/or Out of School Suspension. Days assigned to ISD will be counted present at school, but may be counted absent from class for exemption purposes.

Rules for In-School Detention:

A. Students must have all books and materials necessary to complete work assignments when they enter the ISD room.
B. Students must be in correct seat by the tardy bell.
C. Students must raise hand for permission to speak, sharpen pencil, or get out of their seat.
D. No talking during the school day without permission.
E. There will be one restroom break in the morning and one in the afternoon. The only exception to this rule is for students on list for medical issues. If possible, students will be escorted to the restroom.
F. ISD students will be escorted to the Cafeteria at the appropriate time. No talking on the way to or from nor during lunch.
G. Sleeping, chewing gum, eating candy, or making unnecessary noise will not be permitted.
H. Students will not disturb other students in any manner. (Keep hands to self.)
I. Students will maintain a good posture with their desk flat on the floor.
J. Students will not turn around in seats, pass notes, or make any type of gestures.
K. No insubordination will be permitted.
L. Students must dress according to dress code.
M. There will be no grooming of face or hair.
N. Sunglasses, hats, gloves, radios, or other music players will not be permitted.
O. All regular school rules will also be enforced.
P. Any student written up while in ISD may receive 1 to 5 days OSS depending on the severity of the offense.
Q. Students will be accountable for any writing on or destruction of cubicles, desks, or any other school property.

Out-of-School Suspension and Expulsions

Board Policy - JDD & JDE

A student who has been suspended or expelled or otherwise denied admission to attend school has the right to further due process. All aspects, circumstances and records of the student’s case shall be confidential and available only to authorized school officials dealing directly with the student or to the student’s parents, legal guardians or attorneys for the student or for the Board. The following procedures provide notice and opportunity to be heard in such matters.

A student who has been suspended or expelled or otherwise denied admission to attend school shall not trespass upon any school campus, athletic facility, or school bus while serving said suspension or expulsion except for a pre-arranged conference with a principal or other school administrator or while assigned to attendance in the district’s alternative school program. Additionally, while serving a suspension or expulsion, a student is prohibited from attending any day or night functions occurring on any school facility of the district.
Due Process
Board Policy – JCAA

The issue of students' rights is not a matter that the Clarksdale Municipal School District takes lightly. In matters regarding suspension, expulsion, or denial of admission, a student has a right to due process. Every student is entitled to be treated fairly and according to allowable policy. The board policy referenced above gives the specific steps to ensure that the right to due process has not been violated.

Corporal Punishment
Board Policy - JDB

The law of the State of Mississippi holds that the teacher is in the same relationship to the child as a parent during the hours in which a child is in school.

The policy of CMSD is to administer corporal punishment as a measure of last resort, then only after due consideration. Infliction of petty punishment is inconsistent with the best educational practices and is not conducive to good teacher-parent relationship. The teacher shall have another adult employed by the school as a witness. The adult will be principal, assistant principal or such person designated by the principal. A written record of corporal punishment shall be turned in at the end of the school session to the school principal.

Parents who do not feel that corporal punishment should be used with their child must come to the school office and sign a form stating their objection and giving a daytime telephone number. They will be called to come to the school should a major disciplinary problem arise with their child. No student will be allowed to return to class until his/her parent has come to the school to assist in arriving at a satisfactory solution to the problem.

If parents have not filed an objection within two weeks from the day a child enters school, the school will operate according to the laws of the State of Mississippi and the policies of the CMSD Board. A written objection must be filed EACH SCHOOL YEAR.

STUDENT BULLYING
Board Policy- JDDA

The Clarksdale Municipal School District does not condone and will not tolerate bullying or harassing behavior. Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities, or benefits. A “hostile environment” means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior. Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when
it takes place off property when such conduct, in the determination of the school superintendent or principal, renders the offending person’s presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

The Clarksdale Municipal School District will make every reasonable effort to ensure that no student or school employee is subjected to bullying or harassment behavior by other school employees or students. Likewise, the District will make every reasonable effort to ensure that no person engages in any act of reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. The District encourages anyone who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior to report the incident to the appropriate school official. Ref: SB 2015; Miss. Code Ann. §37-7-301 (e)

STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR

Students and employees in the Clarksdale Municipal School District are protected from bullying or harassing behavior by other students or employees. It is the intent of the board and the administration to maintain an environment free from bullying and harassing behavior. This complaint procedure provides a process for filing, processing, and resolving complaints of such conduct. Adherence to these procedures is mandatory. The failure of any person to follow these procedures will constitute a waiver of the right to pursue a complaint at any level, including review by the Board.

Definitions

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

A “hostile environment” means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, or on a school bus, or when it takes place off school property when such conduct, in the determination of the school superintendent or principal, renders the offending person’s presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

Procedures for Processing a Complaint

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

The complaint shall be investigated promptly. Parents will be notified of the nature of any complaint involving their student. The District official will arrange such meetings as may be necessary with all concerned parties within five (5) working days after initial receipt of the complaint by the District. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The District official conducting the investigation shall notify the victim and parents as appropriate when the investigation is completed and a decision regarding disciplinary action, as warranted, is determined.
If the victim is not satisfied with the decision of the District official, he/she may submit a written appeal to the superintendent. Such appeal shall be filed within ten (10) working days after receipt of the results of the initial decision. The superintendent will arrange such meetings with the victim and other affected parties as deemed necessary to discuss the appeal. The superintendent shall provide a written decision to the victim’s appeal within ten (10) working days.

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

SECTION 504 PROCEDURES (STUDENTS)
Board Policy-IDDHB

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap in any program receiving federal financial assistance. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices of the school system. To ensure the district’s compliance with Section 504 as it applies to students with handicaps, the following procedures have been adopted.

1. If a student claims that he/she has been subjected to discrimination on the basis of a handicapping condition, in violation of Section 504 of the Rehabilitation Act of 1973, or if the district has reason to believe that a student has a handicap which substantially limits the student’s ability to learn (and the student is ineligible for services under IDEA), the district shall convene a team of people who are knowledgeable of the student’s educational needs to review and consider all pertinent information related to the suspected handicap. This meeting shall be convened within ten (10) days after the district receives a written statement describing the specific discriminatory conduct or the district becomes aware of the student’s handicap affecting the student’s ability to learn.

2. The team described in paragraph 1 above shall determine whether the student is handicapped under Section 504 and whether that handicap substantially limits the major life function of learning. If such a determination is made, the team must further determine what accommodations are required on behalf of the district to allow the student an equal opportunity to participate in school and school-related activities. If the student’s parents disagree with the district’s conclusion and recommendations, the parents shall be informed of their right to ask for an impartial hearing to decide the matter. Hearing requests shall be made in writing to the superintendent giving specific reasons describing the discriminatory actions by the district and why the district’s accommodations are not appropriate.

3. An impartial hearing shall be held within ten (10) days of receipt of the written request. The district shall obtain as a hearing officer an individual who is not an employee of the district and who is knowledgeable of Section 504. The parent and student may take part in the hearing and have an attorney represent them at their own expense. The district also may be represented by counsel.

4. The hearing officer shall conduct the hearing so as to give the parents an opportunity to present evidence supporting their claim that their child has been subjected to discriminatory treatment in violation of Section 504. The district shall be given the opportunity to present evidence supporting its position with respect to the student. A tape recording of the hearing will be made by the district, a copy of which will be provided the parents.

5. The hearing officer shall make a decision within ten (10) days after the conclusion of the hearing. The decision shall be given in writing to the district’s 504 coordinator and the parents.

6. If either party is aggrieved by the action of the Hearing Officer, an appeal may be taken to the board of trustees of the district at its next regularly scheduled meeting. The board, in its discretion, may allow a statement to be made by the parents and a representative of the district. The decision of the board shall be final.

7. The district shall publish its policy of nondiscrimination on the basis of handicap and shall inform parents of
their rights under Section 504, including the right to examine records relevant to their child, the right to an impartial hearing with representation by legal counsel at their expense, and the district's review procedure.

8. The Director of Elementary Curriculum, Section 504 Coordinator for the district may be contacted at phone number (662) 627-8500. LEGAL REF.: Section 504 of the Rehabilitation Act of 1973 CROSS REF.: Policies IB - Instructional Goals IDDF - Special Education Programs JAA - Equal Educational Opportunities

SEXUAL HARASSMENT

The policy of the Clarksdale Municipal School District is to provide an environment that is free from all forms of discrimination, including sexual harassment. The district superintendent and Board Members shall ensure a workplace free from sexual harassment that may include, but is not limited to, requests for sexual favors, unwelcome sexual advances, threats, bodily contact, or other deliberate verbal or physical conduct of a sexual nature. Also included are remarks, gestures, physical contact, display or circulation of written or electronic materials, pictures or objects derogatory to any employee. This Policy is not merely limited to the Clarksdale Municipal School District; the policy also applies to the selection of suppliers, grantees, sub-contractors, vendors and contractors where applicable.

State & Federal Laws

MISSISSIPPI SCHOOL SAFETY ACT OF 2001

The School Safety Act of 2001 is cumulative and in addition to the school district's existing authority regarding discipline of students. Pursuant to the Act, the school district has adopted policies and procedures that recognize the teacher as the authority in classroom matters regarding the school district's written discipline code of conduct.

MS CODE #97-32-29 - TOBACCO USE PROHIBITED ON ANY SCHOOL PROPERTY

No person shall use any tobacco product on any school property. Violators shall be subject to a warning for the first conviction, $75 for a second conviction, and a fine not to exceed $150 shall be imposed for subsequent violations.

For the purposes of this Act, school property means any public school building or bus, campus, grounds, recreational area, athletic field, or other property owned, used or operated by a local school board, school, or directors for administration of any public educational institution or during a school related activity. Sixteenth section land or lieu land without school facilities or school related activities are exempt from this Act.

This Act does not include property owned or operated by the state institutions of higher learning or public community or junior colleges.

Anyone convicted under this Act shall be recorded as being fined for a civil violation and not for violating a criminal statute.
Guidelines for Alternative Placement

Clarksdale Municipal School District
Ombudsman: Alternative Route
Overview

The Clarksdale Municipal School District provides an alternate route program for students. The alternative program shall be operated as part of and in accordance with the regulations applicable to the regular school program and with all requirements of federal and state law (MS Code of 1972 Section 37-13-91, et al) and the guidelines of the State Department of Education.

Ombudsman Educational Services provides a program that helps at-risk students get back on track to earn a high school diploma. Ombudsman offers an alternative learning environment that is different from the traditional school settings. They provide intense academic services that allow students to reach their full potential. This program is offered to students in grades seven through twelve.

The alternative school program is defined through written board-approved policies and procedures that define and provide appropriate educational opportunities for the categories of students to be served. The curriculum and instructional methodology address the needs of students through an Individual Instructional Plan which emphasizes academic performance behavior modification, functional skills, and career education. Students enrolled in alternative programs/schools, including those provided through contractual agreements among multi-districts will participate in the Mississippi Academic Assessment System at sites determined by school officials and in accordance with established guidelines regarding student grade levels and eligibility. Test results for these students will be reported in the home school district. Alternative programs will provide:

a. motivated and culturally diverse staff
b. counseling for parents and,
c. students administrative and community support for the program.

Guidelines for Student Placement
**Reason for Referral**

The alternative school process begins in the home school with a referral from the principal. Students may be referred in one of the following ways:

1. A student is a habitual offender of Class II discipline infractions and/or a student has Class III acts of misconduct. All other interventions have failed, and the academic progress of the student is at risk. These interventions must be documented by the home school principal and submitted to the Alternative Placement Committee for referral.

2. A student breaks a major school rule and needs immediate alternative placement which is approved by the Clarksdale Municipal School District Board of Trustees.

3. In all other cases the District Alternative Placement Committee will review the referral to determine the student’s assignment.

**Prior to Placement**

The Alternative Placement Committee will approve placement in the Ombudsman Educational Program. Prior to consideration of alternative placement, the committee will:

- Review the student’s academic, health and behavioral records or 504 records, and the efficacy of Tier 1, 2, and 3 interventions
- Assurance that Child Find requirements have been complied with;
- Students may be referred from the school or district.

**Documentation**

1. Students being referred to the District Alternative Placement Committee must have a complete packet submitted to the team for approval. *(Completion of the alternative placement packet does not guarantee placement for students due to limited seating.)*

*A student must satisfy all requirements (i.e., daily assignments, attendance) prior to returning to the home school. The alternative director will submit verification that all requirements have been satisfied before re-admittance to the home school.*
CHECKLIST FOR LONG-TERM ALTERNATIVE EDUCATION PLACEMENT

Student's Name __________________________________________________________

Home School ___________________________________________________________

Date Completed Submitted by

_________ Principal Referral Recommendation ____________________________

_________ MTSS Information __________________________

_________ Attendance Record __________________________

_________ Teacher Information __________________________

_________ Counselor’s Report __________________________

_________ Copy of Disciplinary write-ups __________________________

_________ Copy of cumulative record cover __________________________

_________ Copy of current report card __________________________

_________ Parental/Guardian Notification of Referral ______________________

Submit complete packet to the Assistant Superintendent.

Home School Principal’s Signature _______________________________________

Date:___________________

************************************************************************

COMPLETED BY DISTRICT PERSONNEL ONLY

Date complete referral packet received __________________________

Administrator’s signature __________________________
TEACHER INFORMATION
(To be completed by student’s teachers)

Student's Name _______________________________ Grade ____________________

Teacher's Name __________________________________________________________

Please provide a description of this student's behavior in your classroom.

1. Academic progress:

2. If student is failing, what is the reason for failure?

3. Describe student's problem as you see it, citing examples and frequency of behavior.

4. What interventions have you taken to alleviate the student's problem?

5. What suggestions do you have which might help this student?
COUNSELOR’S REPORT

Student’s Name _______________________________ Grade ____________________

Counselor’s Name ________________________________________________________

First contact with Student (date) ___________________________________________

Conference with referring teacher (briefly describe plan of action)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Additional contacts with student/parent/guardian/teacher, including dates and results

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Recommendation __________________________________________________________

________________________________________________________________________

________________________________________________________________________

Counselor’s signature _______________________________ Date ________________
Date ______________________________

To: ______________________________

________________________________

From: ____________________________

________________________________

Parent/Guardian of _______________________________________________________

Your child has been referred for placement in an alternative education program for the
following reason(s):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

You will be notified of the date, time and place of the Alternative Screening Committee meeting so you and
your child can be present for this matter.

Sincerely,

Principal
ALTERNATIVE PLACEMENT COMMITTEE RECOMMENDATION

Student’s Name _______________________________  Grade ____________________

Home School _______________________________________________________________

Referral Committee Results:

( ) Long-Term Alternative Education Placement

( ) Remain in regular education

( ) Attempt another intervention

Reason for recommendation:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Committee Signatures  Position
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Parental Signature Page

Section 1 – Receipt of Handbook
I am the parent of ___________________________ who attends ___________________________ School.
My signature indicates that I have received a copy of the 2019-2020 Student Handbook which explains the policies and procedures for the Clarksdale Municipal School District. I understand that my child is to abide by the policies and procedures.

_________________________  ___________________________
Parent’s Signature  Date

Section 2 – Permission to Allow Corporal Punishment (Paddling)
It is my choice that my child, ___________________________, receives corporal punishment for disciplinary infractions where such punishment is an option. ___________________________, not be given corporal punishment (paddling). I realize that by selecting this option, the administrator may have to revert to a more severe form of discipline that may include, but not be limited to, suspension from school.

_________________________  ___________________________
Parent’s Signature  Date

Section 3 – Permission to be Photographed
As parent of ___________________________ who attends ___________________________ School, I grant permission for my child to appear in the Clarksdale Municipal School District publications, the local newspaper, and such other forms of publication that may be used in the school and/or district during the 2019-2020 school years. My signature indicates my approval.

_________________________  ___________________________
Parent’s Signature  Date

Section 4 – Permission for Field Trips
As parent of ___________________________ who attends ___________________________ School,
I grant permission for my child to participate in all school sponsored field trips in 2019-2020 school year. I realize that there are some trips that may require a fee to cover transportation costs, entrance fees/registration, or meals. If I do not pay the fees by the established deadline, I understand that my child will not be allowed to participate in the field trip. My signature indicates that I have received a copy of the 2019-2020 Student Handbook which explains the policies and procedures for the Clarksdale Municipal School District.
I understand that my child is to abide by the policies and procedures.

_________________________  ___________________________
Parent’s Signature  Date
The Clarksdale Municipal School District will provide innovative and quality educational programs that focus on the individual development of every student.

School Name: ____________________________________________

HAND-IN-HAND WE CAN LEARN AND WORK TOGETHER TO BUILD A BETTER WORLD.

As a Teacher, I ____________________________, will

-believe that each student can learn;
-show respect for each child and his/her family;
-come to class prepared to teach;
-provide an environment conducive to learning;
-help each child grow to his/her fullest potential;
-provide meaningful and appropriate learning activities;
-enforce school and classroom rules fairly and consistently;
-maintain open lines of communications with student and his/her parents;
-demonstrate professional behavior and a positive attitude.

TEACHER: ____________________________  DATE: ____________________

As a Student, I ____________________________, will

-always try to do my best in my work and in my behavior;
-work cooperatively with my classmates;
-show respect for myself, my school and other people;
-adhere to all expectations and guidelines of the school;
-bring to school all materials and completed assignments each day;
-ask for help when I need to and participate in activities offered to support my learning;
-believe that I can learn and will learn.

STUDENT: ____________________________  DATE: ____________________

As a Parent/Guardian, I ____________________________, will

-monitor attendance and academic and social performance of my student;
-provide a home environment that encourages my child to learn;
-insist that all homework assignments are completed;
-communicate regularly with my child's teachers;
-support the school in developing positive behaviors;
-monitor the activities of my student outside school and promote positive use of their extracurricular time;
-serve to when possible on parent advisory committees and work to improve the school;
-show respect and support for my child, the teacher and the school.

PARENT: ____________________________  DATE: ____________________