student handbook

and code of conduct

CLARKSDALE MUNICIPAL SCHOOL DISTRICT

EDUCATION OF OUR CHILDREN - TOP PRIORITY!

2010 - 2011 ACADEMIC SCHOOL YEAR
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Welcome to the 2010-2011 School Year,

As Superintendent of the Clarksdale Municipal School District (CMSD), I often get the opportunity to serve as the “face of the Clarksdale Municipal School District”. While that may be the general perception of my role as the district’s leader, it is important for each of you to know that this district is yours! We work for you.

Our overall goal in this district is to offer the widest array of programs and services for our children so they are well equipped to achieve the goals set for them by this district and our state, as well as to be ready to compete on a national and global stage. We hope this handbook provides you with the type of information you need to clearly understand the rules and procedures that are in place in this district. On occasion, rules change from one year to the next because of new state laws or revisions in board policy. As we compiled this handbook, we took into account the comments of student, parents, teachers, and administrators as we attempted to clearly explain the general rules.

Though this handbook contains a great deal of important information, there is no way that every policy or procedure could be put into this handbook. I ask that you pay particular attention to the requirements for graduation, the starting and ending times of school, the grading policies, and the disciplinary procedures included in the handbook as these are areas that often generate a number of questions. We are glad you are a part of CMSD. You are a key stakeholder. We invite you to come grow with us!

Sincerely,

Dennis Dupree, Sr.
Superintendent of Education
ABOUT THIS HANDBOOK

When rules and procedures are clear from the outset, greater attention can be paid to more important things related to teaching and learning. This handbook is the Clarksdale Municipal School District's effort to make sure students, parents, teachers, administrators and the community-at-large have advance information about important rules and procedures in our district. Though this handbook is not inclusive of every rule and requirement of the Clarksdale Municipal School District, it is a summary of the most commonly used rules and policies that apply to students. It also contains sections to address many of the questions that are frequently asked by students, parents, and staff. Each year we expect this document to change to address the informational needs of students and parents. The goal of this student handbook, as it is with all other documents produced by the Clarksdale Municipal School District, is to improve the lines of communication between the school and the home. A regular review of the content by students and parents, especially the section on student discipline and the code of conduct, can help to ensure that our schools operate smoothly and the rights of students to learn in a safe and orderly environment are at the forefront of all we do.
Mission Statement

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

Goals & Objectives

#1 Provide the opportunity for all citizens in Coahoma County to contribute to the educational process of all children.

#2 The Clarksdale Municipal School District will increase parental and community involvement.

#3 All school environments will promote learning.

#4 The Clarksdale Municipal School District will communicate effectively both internally and externally.
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 2010-2011 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.

_________________________________________  __________________________________________
Date                                                                                   Parent’s Signature

Section 2 – Permission to Allow Corporal Punishment (Paddling)

It is my choice that my child, __________________________
(Choose one of the following options).

_________ 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 a more severe form of discipline that may include, but not be limited to, suspension from school.

_________________________________________  __________________________________________
Date                                                                                   Parent’s Signature

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. My signature indicates my approval.

_________________________________________  __________________________________________
Date                                                                                   Parent’s Signature

Section 1 – 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 2010-2011 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 2010-2011 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.

_________________________________________  __________________________________________
Date                                                                                   Parent’s Signature
NONDISCRIMINATION (504/ADA/IDEA)
It is the policy and practice of the Clarksdale Municipal School District to comply fully with Section 504 of the Rehabilitation Act, the Individuals with Disabilities Act, and the Americans with Disabilities Act. The overall purpose is to ensure equal opportunity in employment for all qualified persons with disabilities. The department is committed to ensuring non-discrimination in all terms, conditions and privileges of employment. All employment practices and activities, whether provided or conducted by the district, will be conducted on a nondiscriminatory basis. 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.

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.
District Information

Clarksdale Municipal School District

Mailing Address: P.O. Box 1088

Physical Address: 101 McGuire Street

Web Address: www.cmsd.k12.ms.us

Phone 662.627.8500, Fax 662.627.8542

Board of Trustees

Thomas Shaw, President

Rob Tyner, Vice President

H. Clay Stillions, Secretary

Shirley Fair, Member

Mary Lenard, Member

Central Office Administration

Dennis Dupree, Sr., Superintendent of Education

Dr. Dorothy Prestwich, Assistant Superintendent

Lewis Whatley, Director of Support Services and Special Projects

Pearline Newell, Director of Federal Programs & Testing

Linda Downing, Curriculum Director for Secondary

Toya Harrell-Matthews, Curriculum Director for Elementary

Venesia Griffin-Brown, Personnel Coordinator

Dr. Doris Crawford, Instructional Specialist

Gina Foster, Director of Special Services

James Miller, Director of Technology

Kamilah Jones, Business Manager
Clarksdale Schools & Contact Information

Clarksdale High School - Grades 9-12
Dr. Manika Kemp, Principal
1101 Wildcat Drive
Phone 662.627.8530

Carl Keen Vocational Center
Sally Olivi, Director
1050 Walnut Street
Phone 662.627.8580

Higgins Middle School - Grades 6-8
Edwin Robinson, Principal
1749 Chestnut Street
Phone 662.627.8550

Oakhurst Middle School - Grades 6-8
Fredrick Robinson, Principal
120 West Second Street
Phone 662.627.8560

Barbara Light, Principal
1800 Sunflower Extended
662.627.8567

George H. Oliver Elementary School-Visual & Performing Arts - Grades K - 5
Sharron Montgomery, Principal
871 Ritchie Avenue
662.627.8605

Heidelberg Elementary School-Math & Science - Grades K - 5
Eva Finley, Principal
801 Maple Street
662.627.8577

Kirkpatrick Elementary School-Health & Wellness - Grades K - 5
SuzAnne Walton, Principal
1101 Smith Street
662.627.8588

J.W. Stampley Elementary School-Aerospace & Environmental Studies - Grades K - 5
Barbara C. Akon, Principal
301 Washington Avenue
662.627.8570

Myrtle Hall IV Elementary School-Language Immersion - Grades Pre K - 5
Valerie McCaskill, Principal
700 Fifth Street
662.627.8590

Thomas E. Shaw, Jr. School of Excellence - Alternative School Programs
Reginald Griffin, Principal
135 Washington Avenue
662.627.8595
Mississippi’s New Accountability System

Mississippi has made great strides to strengthen student assessment, school accreditation, and accountability standards in an effort to raise student achievement. The new Accountability System will provide an accountability designation for Schools AND Districts. The district rating will be based on the performance of ALL students in the district and the district will be treated as a K-12 school. The Accountability System will include:

- Achievement Component
- Growth Gain Component
- Graduation/Drop out Component

**Achievement Model**

The Quality of Distribution Index (QDI) will be used to measure achievement. The QDI will measure the distribution of student performance on state assessments based on the cut points for Basic, Proficient, and Advanced performance. *There will be NO points given for students who score Minimal.* The Formula for QDI = % Basic + (2 X % Proficient) + (3 X % Advanced)

The QDI will be phased in over a four (4) year period. The highest performance level will be assigned to a cut score of 240. The lowest performance level will be assigned to a cut score of 100.

When calculating the QDI for *Algebra I*, the middle school and corresponding high school scores will be combined to determine the overall QDI for the subject area.

A student will contribute equally to the accountability based on his/her performance level (*Basic, Proficient, or Advanced*) on the assessment regardless of the grade at which the assessment is first taken.

**Growth Model**

The Accountability System will include a growth (gain) model and will have three (3) levels.

- A. Inadequate Academic Gain
- B. Appropriate Academic Gain
- C. Outstanding Academic Gain (an expectation 10% above Appropriate Academic Gain)

**Graduation/Drop-out Component**

The High School Completion Index (HSCI) will be included in determining the accountability rating of schools with grades 9-12.

A school and/or district must demonstrate high performance of the HSCI to receive the highest rating in addition to meeting QDI performance and growth.

There will be two (2) levels for the HSCI corresponding to the two (2) highest levels of performance on the QDI. The highest level of the HSCI will be a HSCI of 230 OR a graduation rate of 80% or higher. The second highest level of the HSCI will be an HSCI of 200 OR a graduation rate of 75%.
Examples of High School Exit Statuses above the State Minimum

- Standard Diploma and AP/Dual Enrollment Credit
- Standard Diploma and Vocational Completer
- GED and Vocational Completer
- Occupational Diploma and Vocational Completer

The weights for the HSCI statuses will be:

- Standard Diploma: 300
- Met Requirements Except Graduation: 150
- GED: 125
- Occupational Diploma: 125
- Certificate of Attendance: 100

No Child Left Behind Act of 2001 (NCLB)

The No Child Left Behind Act of 2001 (NCLB Act) reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), and is based on four principles that provide a framework through which families, educators, and communities can work together to improve teaching and learning. These principles are: accountability for results, local control and flexibility, expanded parental choice, and effective and successful programs that reflect scientifically based research. Specifically, these provisions stress shared accountability between schools and parents for high student achievement, including expanded public school choice and supplemental educational services for eligible children in low-performing schools, local development of parental involvement plans with sufficient flexibility to address local needs, and building parents’ capacity for using effective practices to improve their own children's academic achievement.

Accountability of Results
1. Students must be assessed in reading/language arts and mathematics in grades 3-8, as well as at least once during grades 10-12, by the 2005 - 2006 school year.
2. Students must be assessed in science only one time in each grade span (3 and 8), by the 2007 - 2008 school year.
3. Student data must be disaggregated by gender, racial/ethnic group, English proficiency status, migrant status, students with disabilities (as compared to non-disabled students), and economically disadvantaged (as compared to non-economically disadvantaged.)
4. Schools must measure adequate yearly progress (AYP) annually based upon both the progress of the disaggregated groups, as well as the total school’s progress. Adequate Yearly Progress is defined as the minimum level of improvement that school districts must achieve each year.

Parent Involvement
It is the goal of the Clarksdale Municipal School District to develop strong partnerships with parents. Parents and schools working as partners increase student achievement and develop positive attitudes about self and school. Under the No Child Left Behind Act of 2001, parents in Title I schools and Title I supported programs have a right to information on the professional qualifications of their child’s classroom teacher. Parents are entitled to be informed if their child is not taught by a “highly qualified” teacher, as defined by federal and state statutes and regulations,
for four consecutive weeks. Parents also have a right to know if a school within the Clarksdale Municipal School District has been identified for improvement, corrective action or restructuring and to be informed of the option to then transfer or receive supplemental educational services.

Each school must develop, jointly with parents of children participating in Title I, Part A services, a written school parental involvement policy that describes how the school will carry out the parental involvement requirements and the development of a school-parent compact.

A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs. This compact identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.

Each year schools that receive Title I, Part A funds must provide parents with an individual student report informing them on their child’s level of achievement on the state’s assessments in at least reading/language arts and math.

**Research-based Programs and Practices**

1. Teachers and paraprofessionals hired must be highly qualified educators (119).
2. Research-based practices must be proven effective. According to the definition found in Section 9101.37, research-based means the practices involve the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.
3. Professional development is defined in NCLB (9101, 34) as having many characteristics, including the following:
   - Research-based and High Quality
   - Sustained and Intensive

**Flexibility**

School districts are given flexibility/transferability of funds to support academic programs and instructional practices.

Source: MDE Fast Fact Guide

**PARENT INVOLVEMENT POLICY**

**PART I: General Expectations**

It shall be the policy of the Clarksdale Municipal School District to follow the parental policy guidelines in accordance with the *No Child Left Behind Act of 2001* as listed below.

**Policy Guidelines**

- Involve parents in jointly developing our district's local plan under section 1112 and in the process of school review and improvement under section 1116;
- Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic
achievement and school performance;

• Build the schools’ and parents’ capacity for strong parental involvement by providing parents with;
  o A description and explanation of curriculum to be used
  o Forms of academic assessment used to measure student progress
  o Proficiency levels that students are expected to meet
  o Opportunities for decision-making related to the education of their children
  o Materials and training on how parents can improve their child’s achievement
  o Educating school staff on how to build ties between home and school
  o Coordinating and integrating, as appropriate, parent involvement with Head Start, Even Start, Parents as Teachers Program and public preschool programs
  o Ensuring, to the extent possible, that information sent home is in a language and form parents can understand
  o Other reasonable support for parental involvement activities as parents may request

• Coordinate and integrate parental involvement strategies with existing community programs and businesses such as Head Start, Reading First, Early Reading First, Even Start, etc.

• Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools, 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, has limited literacy, or is of any racial or ethnic minority background;

• Using the findings of the evaluation to design strategies for more effective parent involvement;
  Revising, if necessary, the LEA’s parental involvement policies; and

• Involve parents in the activities of schools served under Title I, Part A.

Part II
It shall be the policy of the school to: (Administrators, teachers, and support staff)
  o Provide parents with frequent, flexible, and convenient opportunities for full and ongoing participation in the Title I program.
  o Jointly develop the Title I program plan and suggest modifications in the process for school review and improvement.
  o Assist students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by the Clarksdale Municipal School Board. These goals and standards must be shared with parents in a manner that will enable them to (1) participate in decisions concerning their child’s education and (2) monitor and improve the educational achievement of their child.

School Policy
  o Each school must submit its Title I school parent involvement policy, which must meet all legal requirements.
  o This policy must be developed jointly with and distributed by the school to parents of participating students.
  o The policy must be updated annually.
  o A copy of each school’s parent involvement policy shall be kept on file with the school’s Title I program plan in the Central Office.
Positive Behavioral Interventions and Supports (PBIS)

Clarksdale Municipal School District is implementing the Positive Behavioral Interventions and Supports (PBIS) program for the 2010-2011 school-year. PBIS is a proven, research and evidence-based discipline program that emphasizes school-wide systems of support that include strategies for defining, teaching, modeling, and supporting appropriate student behaviors to create positive school environments. The program defines and teaches core behavioral expectations, acknowledges, and rewards appropriate student behavior and establishes a consistent continuum of consequences for problem behavior. Clarksdale Municipal School District is implementing the PBIS program across the entire district. District-wide behavioral expectations will center on three aspects of a PBIS school; Be Safe, Be Responsible, and Be Respectful. Students are expected to adhere to these three expectations. Infractions will result in corrective action being taken from Level 1 to Level 4, depending on the severity of the infraction.

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; and
   (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,
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,
Seizure and Forfeiture of Firearms as defined in Section 97-3-110 of the Mississippi Code Annotated 1972, as amended.
## GENERAL SCHOOL INFORMATION

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**Holidays**
- CMSD School Board Meeting
- Superintendent's Roundtable & Student Advisory
- SATURDAY SCHOOL DAYS

**2 Aug. -** Open Session/Staff Meetings
**3 Aug. -** Professional Development
**4 Aug. -** Professional Development
**5 Aug. -** First Student Day

| AUG 2010 | | | | | |
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**6 Sept. -** Labor Day Holiday
**8 Sept. -** 60% Day, Students Only

| SEP 2010 | | | | | |
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**7 Oct. -** End 1st Nine Weeks (45 days)
**13 Oct. -** Professional Development

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**3 Nov. -** 60% Day, Students Only
**22-26 Nov. -** Thanksgiving Holidays

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**17 Dec. -** End 2nd Nine Weeks (45 days)
**20 Dec. -** 2 Jan. - Christmas Holidays

| DEC 2010 | | | | | |
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| 27 | 28 | 29 | 30 | 31 | |

**3 Jan. -** Classes resume
**17 Jan. -** Dr. Martin Luther King, Jr. Day Holiday
**26 Jan. -** Professional Development

| JAN 2011 | | | | | |
| 3 | 4 | 5 | 6 | 7 | |
| 10 | 11 | 12 | 13 | 14 | |
| 17 | 18 | 19 | 20 | 21 | 22 |
| 24 | 25 | 26 | 27 | 28 | 29 |
| 31 | | | | | |

**9 Feb. -** 60% Day, Students Only
**21 Feb. -** President's Day

| FEB 2011 | | | | | |
| 1 | 2 | 3 | 4 | 5 | |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 14 | 15 | 16 | 17 | 18 | |
| 21 | 22 | 23 | 24 | 25 | 26 |
| 28 | | | | | |

**9 Mar. -** End Third Nine Weeks (45 days)
**14-18 Mar. -** Spring Holidays

<p>| MAR 2011 | | | | | |
| 1 | 2 | 3 | 4 | 5 | |
| 7 | 8 | 9 | 10 | 11 | |
| 14 | 15 | 16 | 17 | 18 | |
| 21 | 22 | 23 | 24 | 25 | 26 |
| 28 | 29 | 30 | 31 | | |</p>
<table>
<thead>
<tr>
<th>APR 2011</th>
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<tbody>
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<td>4 5 6 7 8 9</td>
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<td>25 26 27 28 29 30</td>
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<td></td>
<td>20 Apr. - 60% Day, Students Only</td>
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<td></td>
<td>22 &amp; 25 Apr. - Easter Holiday</td>
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<td>23 24 25 26 27</td>
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<tr>
<td>30 31</td>
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<tr>
<td></td>
<td>18 May - Last Day for Seniors</td>
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<tr>
<td></td>
<td>20 May - End Fourth Nine Weeks (45 Days)</td>
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<td></td>
<td>18 May - Graduation</td>
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<tr>
<td></td>
<td>23 &amp; 24 May - Teacher work days</td>
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</tr>
<tr>
<td></td>
<td>25 May - Professional Development</td>
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<tr>
<td></td>
<td>30 May - Memorial Day Holiday</td>
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<td>JUN 2011</td>
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<td>27 28 29 30</td>
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<tr>
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<td>Total Student Days - 180 Days</td>
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<tr>
<td></td>
<td>Total Teacher Duty Days - 188 days</td>
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<tr>
<td></td>
<td>21 &amp; 22 June Pre-Registration Secondary Only</td>
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</tbody>
</table>
**TESTING PROGRAM** | **DESCRIPTION** | **TEST DATE** | **MAKE-UP**
--- | --- | --- | ---
**MS Career Planning & Assessment System, Second Edition (MS-CPAS2)** | Post-Secondary  
Occupation-Specific Assessments  
One-week testing window | July 5 - 9, 2010  
(Site may choose any two consecutive days to test.) | None

**Mississippi Writing Assessment Program (MWAP)** | RETESTERS who were first-time test takers IN 2009-2010 ONLY  
Expository, position paper, and/or response to literature (E/PP/R) | Aug 19, 2010 | Aug 20, 2010

**Subject Area Testing Program** | **English II Writing RETESTS**  
(OSA handles these English II Writing Retest Administrations) | **English I**  
**Algebra I**  
**U.S. History**  
**Biology I** | Sept 24, 2010  
Sept 27, 2010

**MS Career Planning & Assessment System, Second Edition (MS-CPAS2)** | Post-Secondary  
Secondary 4x4 Block Only Occupation-Specific Completers  
AEST  
One-week testing window | Nov 1 - 5, 2010  
(Site may choose any two consecutive days to test.) | None

**Mississippi Writing Assessment Program (MWAP)** | **RETESTERS who were first-time test takers in Algebra I and English II for students who were FIRST-TIME test takers PRIOR TO 2007-2008**  
**Paper/Pencil retest in Algebra I and English II for students who were FIRST-TIME test takers IN 2007-2008, 2008-2009, or 2009-2010** | **MWAP English II Writing RETEST for Expository and/or Position/Paper ONLY** | Nov 14, 2010  
Nov 15, 2010

**Subject Area Testing Program** | **Please note test order** | | |

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**NOTE:** Make-up tests may be administered immediately following the initial or primary administration but cannot delay or interfere with the pick-up date of materials as scheduled and published by the Office of Student Assessment.

Mardi Gras is March 8, 2011; Good Friday is April 22, 2011.
## Testing Calendar

<table>
<thead>
<tr>
<th>Testing Program</th>
<th>Description</th>
<th>Test Date</th>
<th>Make-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English II Writing RETESTS</strong>&lt;br&gt;(OSA handles these English II Writing Retest Administrations)</td>
<td>SATP English II Writing RETEST for students who tested PRIOR to 2008-2009 ONLY&lt;br&gt;<strong>AND</strong>&lt;br&gt;Two expository prompts&lt;br&gt;<strong>AND</strong>&lt;br&gt;ENGLISH II RETESTERS who were first-time test takers IN 2008-2009 or who retested Aug, 19, 2010, but did not pass&lt;br&gt;Expository and/or position papers (E/PP)</td>
<td>SATP English II Writing RETEST for Expository ONLY&lt;br&gt;<strong>AND</strong>&lt;br&gt;MWAP English II Writing RETEST for Expository and/or Position/Paper</td>
<td>Dec 3, 2010&lt;br&gt;Dec 6, 2010</td>
</tr>
<tr>
<td><strong>Mississippi Writing Assessment Program (MWAP)</strong></td>
<td>Grade 4 and Grade 7</td>
<td></td>
<td>Mar 3, 2011&lt;br&gt;Mar 4, 2011</td>
</tr>
<tr>
<td><strong>Mississippi Writing Assessment Program (MWAP)</strong></td>
<td>PRIMARY ADMINISTRATION and RETEST&lt;br&gt;<strong>All</strong> first-time test takers in 4x4 Spring Block and Traditional Schedule&lt;br&gt;<strong>All</strong> retesters from ONLY 2009-2010 or October 2010&lt;br&gt;<strong>LAST OPPORTUNITY</strong> for SENIORS planning to graduate in 2011 who are testing with E/PP/R&lt;br&gt;<strong>SENIORS</strong> who are FIRST-TIME test takers for 4x4 Spring Block and Traditional Schedule&lt;br&gt;<strong>SENIORS</strong> who are RETESTERS from Oct 2010 4x4 Administration ONLY&lt;br&gt;Expository, position paper, AND/OR response to literature prompts (E/PP/R)</td>
<td>English II Writing Assessment</td>
<td>Mar 23, 2011&lt;br&gt;Mar 24, 2011</td>
</tr>
<tr>
<td><strong>SATP English II Writing RETEST</strong></td>
<td>SATP English II Writing RETEST for students who tested PRIOR to 2008-2009 ONLY&lt;br&gt;Two expository prompts&lt;br&gt;<strong>LAST OPPORTUNITY</strong> for SENIORS planning to graduate in 2011 who are testing with E/PP&lt;br&gt;ENGLISH II RETESTERS who were first-time test takers IN 2008-2009 or who retested August 19, 2010, or December 3, 2010, but did not pass&lt;br&gt;Expository and/or position papers (E/PP)</td>
<td>SATP SATP English II Writing RETEST&lt;br&gt;English II Writing Assessment Retest (E/PP)</td>
<td>Mar 23, 2011&lt;br&gt;Mar 24, 2011</td>
</tr>
<tr>
<td><strong>MS Career Planning &amp; Assessment System, Second Edition (MS-CPAS2)</strong></td>
<td>Secondary and Post-Secondary&lt;br&gt;Occupation-Specific Assessments&lt;br&gt;Two-week testing window</td>
<td></td>
<td>Mar 21 - Apr 7, 2011&lt;br&gt;(Site may choose any two consecutive days to test.)&lt;br&gt;None</td>
</tr>
</tbody>
</table>

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Mardi Gras is March 8, 2011; Good Friday is April 22, 2011.
## Testing Calendar

### Subject Area Testing Program

<table>
<thead>
<tr>
<th>Testing Program</th>
<th>Description</th>
<th>Test Date</th>
<th>Make-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Retest</strong> for all retesters in Biology I and U.S. History and for retesters in Algebra I and English II who were first-time test takers <strong>Prior to 2007-2008</strong></td>
<td>English II**</td>
<td>Apr 5, 2011</td>
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<td></td>
<td>Algebra I**</td>
<td>Apr 6, 2011</td>
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<tr>
<td></td>
<td>U.S. History</td>
<td>Apr 7, 2011</td>
<td></td>
</tr>
<tr>
<td><strong>Last Opportunity for Seniors Who Plan to Graduate in May 2011</strong></td>
<td>Biology I</td>
<td>Apr 8, 2011</td>
<td>Apr 11, 2011</td>
</tr>
<tr>
<td><strong>Online Retest:</strong> <strong>Last Opportunity for Seniors Who Plan to Graduate in May 2011</strong> and were first-time test takers <strong>Prior to 2007-2008</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Paper/Pencil Retest:</strong> <strong>Last Opportunity for Seniors Who Plan to Graduate in May 2011</strong> who were First-Time test takers in 2007-2008, 2008-2009, or 2009-2010</td>
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### English Language Proficiency Assessment

<table>
<thead>
<tr>
<th>Testing Program</th>
<th>Description</th>
<th>Test Date</th>
<th>Make-Up</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Elementary/Middle Grades Science Tests World-Class Instructional Design and Assessment (WIDA)</td>
<td>Apr 1 – 29, 2011</td>
<td>None</td>
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### Subject Area Testing Program

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<thead>
<tr>
<th>Testing Program</th>
<th>Description</th>
<th>Test Date</th>
<th>Make-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Paper/Pencil Administration for First-Time Test Takers in 4x4 Spring Block or Traditional Schedule</strong></td>
<td>English II***</td>
<td>Apr 27, 2011</td>
<td></td>
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<tr>
<td></td>
<td>Algebra III**</td>
<td>Apr 28, 2011</td>
<td></td>
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<tr>
<td></td>
<td>U.S. History</td>
<td>Apr 29, 2011</td>
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### Elementary/Middle Grades Science Tests

<table>
<thead>
<tr>
<th>Testing Program</th>
<th>Description</th>
<th>Test Date</th>
<th>Make-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades 5 and 8 Science Tests</td>
<td>May 3, 2011</td>
<td>May 4, 2011</td>
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</tbody>
</table>

### Mississippi Curriculum Test, Second Edition (MCT2)

<table>
<thead>
<tr>
<th>Testing Program</th>
<th>Description</th>
<th>Test Date</th>
<th>Make-Up</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Grades 3-8</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Language Arts: <strong>Reading</strong></td>
<td>May 10, 2011</td>
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<tr>
<td></td>
<td>Language Arts: <strong>Writing</strong></td>
<td>May 11, 2011</td>
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<tr>
<td></td>
<td>Mathematics</td>
<td>May 12, 2011</td>
<td></td>
</tr>
</tbody>
</table>

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Mardi Gras is March 8, 2011; Good Friday is April 22, 2011.
ENROLLMENT/WITHDRAWAL INFORMATION

Enrollment/Admission to Clarksdale Municipal Schools

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 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. The district has three (3) Pre-k classes; two regular classes and one class for special needs students. The classes are limited to 20 students per class for the regular classes and 10 students per class for the special needs class. The Pre-k sites are Booker T. Washington Elementary and Myrtle Hall IV Elementary.

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.

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.

School Hours
Middle and high school hours will be 8:00 a.m. - 3:20 p.m. Students attending middle and high schools will be counted tardy if they arrive to class after 8:05 a.m. Elementary school hours will be 7:30 a.m. - 2:45 p.m. Elementary students are tardy if they arrive to class after 7:50 a.m. Administrators will send letter of notifications to parents after the student’s fifth tardy and contact Attendance Officer.

Academic Calendars and School Schedules
Every school in the district abides by the board approved 2010-2011 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 180 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
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. Unexcused absences of more than 20 days will result in non-promotion. No
Absence shall be excused due to suspension, expulsion, or other disciplinary action.

**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. Elementary students arriving to school after 7:50 a.m. will be considered tardy. Middle and High school students arriving after 8:05 a.m. will be considered tardy.

If a student is absent/tardy from school, the parent must do one of the following:
- Contact the school administrator each day the student is absent/tardy, OR
- Parent/guardian accompany student to the principal’s office and state the reason for the tardy, OR
- Write an acceptable note with a contact number to explain the absence or tardy. The principal or designee will call to verify any note.

After five (5) unexcused absences, Youth Court will be notified and a parent conference will be scheduled at the home school.

**Types of Absences:**
- Excused Absences/Tardies – 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/tardies means the student receives a grade of zero per assignment each day he/she is unexcused.

**Make Up Work:**
It is the student’s responsibility to make up work due to an absence. All assignments/tests missed as a result of an absence must be made up within (one) week. A grade of zero will be given for any assignment not made up. Students should remember that it is their responsibility to contact the teacher for completing missed assignments.

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

**Checking In/Checking Out**
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 allowed in unavoidable or emergency situation. 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 miss valuable instructional time 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 or designee picks up the child from school
- Parent/guardian writes a note with a contact number arranging for student to be released
  Principal or designee should call to verify note.
Perfect Attendance
A student is considered to have perfect attendance if he/she has no absences (excused or unexcused), no tardies and no dismissals from school. Exceptions shall be bus tardies or school-sponsored field trips or other school sponsored activities.

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, beginning with the freshman class of 2005 – 2006, 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.

NOTE: Beginning school year 2008-2009 and thereafter, 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 average 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.

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

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**SEVENTH, EIGHTH AND NINTH GRADE PARTICIPATION:** Pupils in the seventh grade, eighth grade, and ninth grade participating in high school extra-curricular activities must pass their grade level by achieving at least a grade with an average of 75 in three of the four core courses of Math, Science, English and Social Studies the previous year in order to be eligible to participate during the present year.

If a student meets promotional requirements at the end of the school year but is retained in the same grade, the student is ineligible for one (1) year. This is commonly referred to as redshirting. If the student participates after being declared ineligible, the school will be placed on athletic
probation by the MHSAA. Also, the school could lose accreditation by the State Department of Education.

**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 unit 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 evaluated, determined eligible for special education services, and placed in a TMR or EMT Special Education program.
2. Students that have been evaluated, determined eligible for special education services, 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.

**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 is to only administer simple first aid at school.

**Medication 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, and 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 Emergencies 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 inform parents/guardians 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 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 children. At all times, students on the school bus are to be seated.

**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, but no later than 7:30 a.m. and should be picked up by 2:45 p.m. Middle and High School students are to arrive at school by 8:00 a.m. and should be picked up by 3:20 p.m. School officials will closely monitor this process and conference with parents if this becomes a problem.

**Mandatory Uniform Policy**
Students in Pre-K through 11th grades are required to wear uniforms approved by the Clarksdale Municipal School Board.

**Child Nutrition/Food Services Program**
The Clarksdale Municipal School District participates in the Federal School Lunch and School Breakfast programs. We believe that a well-fed child is a child who will be healthier and can learn better. We provide foods that meet federal and state nutrition guidelines. Eligible students may apply for free or reduced breakfast and lunch. Eligibility is based on the family income. New applications are required each school year. Periodically, applications are selected randomly for review of the household income information.

**Applications for Free/Reduced Meal Prices**
Applications for free and reduced meals are available to all students. Applications are to be completed during the first week of school. Parents must complete a new application at the beginning of each school to determine eligibility. Applications are processed by the Food Services Division.

**Breakfast**
Breakfast served in the cafeteria meets the National Lunch Program requirements and is available to all students. The menu consists of the following components: ½ pint of milk (whole with and/or two percent white must be offered), ½ cup serving of fruit, fruit juice, or vegetable, two servings each: bread or bread alternate (grits, muffins, or cereal) or one ounce meat or meat alternate (cheese, egg, or peanut butter, etc.)

**Lunch**
The Clarksdale Municipal School District has a closed lunch period. Students who choose to bring their own lunches may eat in the cafeteria and purchase only milk to drink. Lunch served in the
cafeteria meets the National Lunch Program requirements and consists of the following components: ½ pint of milk (whole with and/or two percent white must be offered), a bread serving, 2/3oz. of meat or meat substitute, and ¼ cup of two or more servings of vegetables or fruits.

Assemblies
Appropriate behavior is expected and is to be implemented at all school assemblies. Students’ behavior should be refined and courteous. Examples of inappropriate behavior include whistling, unwarranted talking, clapping annoyingly, and walking during the program.

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.

Grading
The district has a board adopted 10 Point grading policy for the high school (all subjects) and middle school (Carnegie Unit courses only). A new grading scale has also been adopted for elementary schools. These policies will be followed when grades are awarded.

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 selecting 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 staff or office personnel. Office staff and/or administrators will ensure that messages will be given to the students.

**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. No individual birthday parties and/or birthday celebrations are allowed.

**Textbooks**
Textbooks have been selected for courses offered in the Clarksdale Municipal School District from a state approved list of books. Textbooks are provided to all students **free of charge**. Students are expected to care for their textbooks properly and to bring them to school each day. Lockers and storage space are provided at some CMSD schools. Students who damage or destroy books will be charged a repair fee. If a damaged book cannot be repaired, students will be charged the full cost for the replacement of a book. Beginning the 2010-2011 school year, the district will resume the book card process for students. Parents are required to sign a book card before any textbook will be issued to their child.

**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.

**Insurance for Students**
School day insurance is available for purchase by 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.

Webpage
The Clarksdale Municipal School District’s web address is www.cmsd.k12.ms.us. Please regularly check this website for current information about the school district. Each CMSD school has its own web page that can be accessed from the district’s web site. 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.

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
(6) 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 policy or accompanying regulations may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

Permanent Records
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).)

Parent-Teacher Conferences
Parents are invited to call the school to schedule a parent conference at any time during the school year if the need arises. Parent conferences can only be scheduled during the teacher's planning period or before and after school.
ACADEMICS

Elementary Grading Scale

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 elementary students.

**Kindergarten Grading Scale**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>100 – 94.5</td>
</tr>
<tr>
<td>N</td>
<td>Needs Improvement</td>
<td>94.4 – 84.5</td>
</tr>
<tr>
<td>U</td>
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<tbody>
<tr>
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**1st-5th Grading Scale**

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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 94.5 or higher.

**Principal’s List** – a student must be on grade level in all subjects. All numerical grades on the report card should be 84.5 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 85 or above with no grade lower than a 74.5 or below.

**Note:** Elective courses will NOT be averaged with academic courses to calculate and determine Honor Roll status.

Progress Report

Report cards are issued during each nine week interval. Mid-term reports are issued at 4 ½ 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

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 and entered into the teacher's grade book with a transfer notation. If the school system conversion scale is not included, the following scale will be used to calculate the student's grade. The numerical grades will be added to the grades earned in the district and the composite grade will be used to calculate the final grade.

**Kindergarten Grading Scale**

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33
Determining Term Grades and Final Grades
Revised Grading Scale

The new Accountability System brings higher standards and higher expectations for the teachers, administrators, students, and parents. As a means of meeting the higher standards, the Clarksdale Municipal School District has revised the current grading scale to reflect a progression as follows:

For the 2009-2010 school year, the Clarksdale Municipal School District (CMSD) will operate on a 50/50 grading system. In this system, a student's term grade will be determined by weighting the average of all test scores at a rate of 50% and weighting the average of all assignment grades (homework, class work, and independent work) at a rate of 50%. The grade scale will progress as follows:

<table>
<thead>
<tr>
<th>School year</th>
<th>Test/assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>60/40</td>
</tr>
<tr>
<td>2011-2012</td>
<td>70/30</td>
</tr>
<tr>
<td>2012-2013</td>
<td>80/20</td>
</tr>
</tbody>
</table>

Term, Semester and Final Grade Calculation
2010-2011 Test/Assignment 60/40

**The term (nine weeks)** average will be determined by calculating the assignment grades, daily grades, and test grades together. The assignments and daily grade weight is calculated at 40% of the grade and the test grade weight is 60% of the calculation: Example

Daily Grades- 85, 80, 90, 70, 98, 86, 93, 99, 99

Daily Grade average – 800 divided by 9 = 88.9 or 89 = 40%

Test Grades – 80, 95, 70, 95, 80

Test Grade average – 420 divided by 5 = 84= 60%

Term average – Daily Grade Average twice + Test Average 3 times (89 + 89 + 84 + 84 + 84 = 430) Divide sum by 5 (430 ÷ 5 = 86)

**The semester average** will be calculated by averaging the two (nine weeks) grades at a rate of one-half each.

Term One Average – 83
Term Two Average – 90
Average of Terms One and Two – 86.50
Semester Average - 87

**Final Grade**
The final grade is the average of semesters one and two.
STUDENT PROMOTIONS
Section I: ELEMENTARY

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. The following standards have been established to give each student a clear opportunity to be successful at the next grade level.

The school board recommends that a student spend no more than eight (8) years in the elementary/middle grades of one through six.

Kindergarten:

Effective the 2010-2011 school year, all kindergarten students will be required to pass a Kindergarten Exit Exam with 70% mastery to be promoted to the first (1st) grade. If the Kindergarten teacher recommends that a student is retained and the parent does not support the teacher’s recommendation, the decision must then go before an external committee comprised of the following individuals: principal, SPED teacher, regular classroom teacher, instructional interventionist, a parent, and a community representative.

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 70 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 70 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 70 in each subject.

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 70 in each subject.

Grade Five: To be promoted to the sixth grade, the student must successfully master State and district objectives in reading, language arts, science, social studies, and mathematics with a grade average of 70 in each subject.

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 SCHOOLS

The purpose of a grading system is to measure and communicate student progress. Middle schools in the Clarksdale Municipal School District will operate on the following grading scales for the 2010-2011 school year. The ten (10) point scale applies to Algebra I, Pre-Algebra, First Year Spanish, and Computer Discovery only. One (1) Carnegie unit can be earned for these 4 classes.

**Grading Scale for Carnegie Units (10 Point)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
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</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Failure</td>
</tr>
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</table>

**Grading Scale for Non-Carnegie Units**

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<tr>
<td>F</td>
<td>69.4 – 0</td>
<td>Failure</td>
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**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 94.5 or higher for non-Carnegie units and 90 or higher for Carnegie units.

**Principal’s List** – a student must be on grade level in all subjects. All numerical grades on the report card should be 84.5 or higher for Non-Carnegie units and 80 or higher for Carnegie units.

**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 74.5 or above for Non-Carnegie units and 70 or higher for Carnegie units.

**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 ½ 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**

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 and entered into the teacher’s grade book with a transfer notation. If the school system conversion scale is not included, the following scale will be used to calculate the student’s grade. The numerical grades will be added to the grades earned in the district and the composite grade will be used to calculate the final grade.

**Grading Scale for Carnegie Units (10 Point)**

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</tr>
<tr>
<td>F</td>
<td>69.4 – 0</td>
<td>Failure</td>
</tr>
</tbody>
</table>
Choice Card Selections
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

National Junior Honor Society
The following criteria are used for membership in the National Junior Honor Society:

1. Membership shall be based upon scholarship, character, leadership, citizenship, and service as demonstrated by activity and faculty recommendations.
2. To be eligible for membership in the National Junior Honor Society, the candidate must have been in attendance in the Clarksdale Municipal School District for at least one semester.
3. Candidates eligible for membership in the National Junior Honor Society shall be in grades 7 and 8 for middle school.
4. Candidates eligible for membership in the National Junior Honor Society must have an overall B+ (89.50 and up) average. All courses will be included in determining the grade average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cumulative Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Final Grades – 6th + 1st Semester Grades – 7th</td>
</tr>
<tr>
<td>8</td>
<td>Final Grades – 6th &amp; 7th + 1st Semester Grades – 8th</td>
</tr>
</tbody>
</table>

5. Dismissal procedures established by the National Junior Honor Society and located in the Handbook will be used if and when necessary.
6. Time of induction into the National Junior Honor Society will be after the first semester and before the end of third term.

STUDENT PROMOTIONS
Section II: MIDDLE SCHOOL

Grade Six: To be promoted to the seventh grade, the student must earn a passing grade of 70 or above in each of the major subjects which would indicate a mastery of 70% or better of the core objectives and 70% mastery in two of three electives as set forth by the State Curriculum Frameworks used by the district.

Grade Seven: In order to be promoted to the eighth grade, a student must: earn a passing grade of 70 or above in each of the major subjects which would indicate a mastery of 70% or better of the Core objectives and 70% mastery in two of three electives as set forth by the State Curriculum Frameworks used by the district.

Grade Eight: In order to be promoted to the ninth grade, a student must: earn a passing grade of 70 or above in each of the major subjects which would indicate a mastery of 70% or better of the
core objectives and 70% mastery in two of three electives as set forth by the State Curriculum Frameworks used by the district.

**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**

The purpose of a grading system is to measure and communicate student progress. For the 2010-2011 school year, the Clarksdale Municipal School District has adopted a ten (10) point grading scale for the high school.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>REGULAR</th>
<th>ADVANCED</th>
<th>NUMBER SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>5</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>4</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>3</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>2</td>
<td>65-69</td>
</tr>
</tbody>
</table>

- Regular courses are based on a four (4) point grading scale, referred to as quality points. Advanced courses are based on a five (5) point grading scale, referred to as quality points.
- Middle school Computer Discover, Algebra I, Pre-Algebra, and Spanish first year are averaged into the student’s GPA by semester averages converted into quality points.
- The valedictorian and salutatorian are determined by the highest GPA of a student enrolled at the end of the 7th semester of high school.
- Students must attend Clarksdale High School in grades 9-12 to be considered for valedictorian or salutatorian.
- Students with an overall (cumulative) GPA of 3.0 and above are designated as honor graduates.

GPA’s are carried out at least four (4) places to the right of the decimal.
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 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.

**Report of Progress**
Report cards are issued each nine week interval. Mid-term reports are issued at 4 ½ 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**
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 and entered into the teacher's grade book with a transfer notation. If the school system conversion scale is not included, the following scale will be used to calculate the student's grade. The numerical grades will be added to the grades earned in the district and the composite grade will be used to calculate the final grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

**Choice Card Selections**
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 one of the following is the case:
- The course was completed in summer school
- Inadequate student enrollment for a particular course
- An error was made in the student’s schedule

**National Honor Society**
The following criteria are used for membership in the National Honor Society:

1. Membership shall be based upon scholarship, character, leadership, citizenship, and service as demonstrated by activity and faculty recommendations.
2. To be eligible for membership in the National Honor Society, the candidate must have been in attendance in the Clarksdale Municipal School District for at least one semester.
3. Candidates eligible for membership in the National Honor Society shall be in grades 10, 11, and 12 for high school.

4. Candidates eligible for membership in the National Honor Society must have an overall B+ (89.50 and up) average. All courses will be included in determining the grade average. (This is a numerical average, not a grade point average).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cumulative Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Final Grades – 9th + 1st Semester Grades – 10th</td>
</tr>
<tr>
<td>11</td>
<td>Final Grades – 9th &amp; 10th + 1st Semester Grades – 11th</td>
</tr>
<tr>
<td>12</td>
<td>Final Grades – 9th &amp; 10th and 11 + 1st Semester Grades – 12th</td>
</tr>
</tbody>
</table>

5. Dismissal procedures established by the National Honor Society and located in the Handbook will be used if and when necessary.

6. Time of induction into the National Honor Society will be after the first semester and before the end of third term.

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.

NOTE: 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 cost 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. These courses are not averaged in a student’s high school GPA. Clarksdale High School participates in dual enrollment. 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.

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-school student must submit a transcript prepared by a parent, guardian, or custodian with a signed, affidavit to meet the requirement;
- 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 may be considered for the dual enrollment program that have not completed the minimum of fourteen (14) core high school units if they have a minimum ACT score of
Institutions of Higher Learning

- Students must have completed a minimum of fourteen (14) 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-school 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 fourteen (14) 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.

STUDENT PROMOTIONS

Section III: HIGH SCHOOL

Beginning with the 9th grade class of school year 2008-2009, the following promotion standards must be met:

Freshman: 9th Grade, A student having earned 6 Carnegie Units
Sophomore: 10th Grade, A student having earned a minimum of 12 Carnegie Units
Junior: 11th Grade, A student having earned a minimum of 18 Carnegie Units

Mastery of designated student objectives is required as well. Graduation requirements to earn the standard diploma include having earned a minimum of twenty-six (26) Carnegie Units and the passage of all required courses and state tests in the Subject Area Testing Program (SATP).

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 Infractions.
<table>
<thead>
<tr>
<th>Occupational Diploma</th>
<th>Standard Diploma</th>
<th>Honors Diploma</th>
<th>Distinction Diploma</th>
<th>Mississippi Scholars</th>
<th>IHL/4 Year College Prep</th>
<th>NCAA Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment English I</td>
<td>English I</td>
<td>English I</td>
<td>English I</td>
<td>English I</td>
<td>English I</td>
<td>English I</td>
</tr>
<tr>
<td>Employment English II</td>
<td>English II</td>
<td>H English II</td>
<td>H English II</td>
<td>English II</td>
<td>English II</td>
<td>English II</td>
</tr>
<tr>
<td>Employment English III</td>
<td>English III</td>
<td>H English III</td>
<td>H English III</td>
<td>English III</td>
<td>English III</td>
<td>English III</td>
</tr>
<tr>
<td>App Employment English IV</td>
<td>English IV</td>
<td>H English IV</td>
<td>H English IV</td>
<td>English IV</td>
<td>English IV</td>
<td>English IV</td>
</tr>
<tr>
<td>Job Skills Math I</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Job Skills Math II</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Geometry</td>
</tr>
<tr>
<td>Job Skills Math III</td>
<td>3rd Math</td>
<td>Algebra II</td>
<td>Algebra II</td>
<td>Algebra II</td>
<td>Algebra II</td>
<td>Algebra II</td>
</tr>
<tr>
<td>Life Skills Science I</td>
<td>Biology I</td>
<td>Biology I</td>
<td>Biology I</td>
<td>Biology I</td>
<td>Biology I</td>
<td>Biology I</td>
</tr>
<tr>
<td>Life Skills Science III</td>
<td>3rd Science</td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Physics</td>
<td>3rd Science</td>
<td></td>
</tr>
<tr>
<td>Career Prep I</td>
<td>Ms Studies</td>
<td>Ms Studies</td>
<td>Ms Studies</td>
<td>Ms Studies</td>
<td>Ms Stud</td>
<td>1 Unit Soc Stud</td>
</tr>
<tr>
<td>Career Prep III</td>
<td>World History</td>
<td>World History</td>
<td>World History</td>
<td>World History</td>
<td>World History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>US Gov’t</td>
<td>AP US Gov’t</td>
<td>US Gov’t</td>
<td>US Gov’t</td>
<td>US Gov’t</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Economics</td>
<td>Economics</td>
<td>Economics</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Lang I</td>
<td>Foreign Lang I</td>
<td>Foreign Lang I</td>
<td>For Lang I(2012)</td>
<td>4 E/M/S/ Sc/ForLan</td>
<td></td>
</tr>
<tr>
<td>3 Electives</td>
<td>Foreign Lang 2</td>
<td>Foreign Lang 2</td>
<td>Foreign Lang 2</td>
<td>2nd Adv Elec(2012)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio or Vo-tech completer</td>
<td>95% attendance</td>
<td>1 AP Course(2012)</td>
<td>1 Add’l E or M or S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art Elective</td>
<td>Art Elective</td>
<td>Art Elective</td>
<td>Art Elective</td>
<td>Art Elective</td>
<td></td>
</tr>
<tr>
<td>Computer Elective</td>
<td>Health</td>
<td>Health</td>
<td>Health</td>
<td>2.5 GPA</td>
<td>Comp Elective</td>
<td>GPA/ACT</td>
</tr>
<tr>
<td></td>
<td>85.0-92.99</td>
<td>93.0-100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Units</td>
<td>21</td>
<td>26</td>
<td>26</td>
<td>16 (19 units 2011)</td>
<td>15 ½ (19 ½ units 2012)</td>
<td>16</td>
</tr>
</tbody>
</table>
SPECIAL PROGRAMS

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 students with disabilities and regular education students. These services include:

- Pre-school and school-age assessment
- Speech/language evaluation and therapy
- Physical therapy
- Occupational therapy
- Augmentative communication
- Assistive technology
- Homebound education
- Academic and behavioral support of students with disabilities in accordance with a student’s IEP

ENGLISH LANGUAGE LEARNER (ELL) PROGRAM
The Clarksdale Municipal School District provides services to ELL students at select school sites and transportation is also provided. For information regarding this program, please contact the Federal Programs Director.

Note: Mississippi no longer uses the Standford English Language Proficiency Test as the state assessment. Mississippi has now joined the World-Class Instructional Design and Assessment (WIDA) Consortium. WIDA materials will be used for the proficiency assessment of our ELL students.

DISTRICT/SCHOOL RTI (TEACHER SUPPORT TEAMS)
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 (TST). Additional information regarding the Teacher Support Team process may be requested from the district TST contact person(s).

The 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: Quality classroom instruction based on MS Curriculum Frameworks
Tier 2: Focused supplemental instruction
Tier 3: Intensive interventions specifically designed to meet the individual needs of students

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

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.

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.

In addition to failure to make adequate progress following Tiers 1 and 2, students will be referred to the TST for interventions as specified in guidelines developed by MDE if any of the following events occur.

A. Grades 1-3: 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; OR
D. A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi Curriculum Test.

Referrals to the Teacher Support Team must be made within the first twenty (20) school days of a school year if the student meets any of the criteria A-D stated above.

MAGNET SCHOOLS
We are pleased to offer a choice among six (6) high quality Magnet Schools in our district’s elementary schools. Research indicates that Magnet Schools offer a solid academic program infused with unique and dynamic educational themes.

Language Immersion Magnet School
The Language Immersion Magnet school at Myrtle Hall #4 offers students an opportunity to understand how diverse our world is through their exposure to a “partial” immersion program. Approximately 50% of instruction will be provided in English and 50% in the target language, Spanish. Through the language immersion program, students are expected to come to appreciate other languages and cultures. Learning a second language can improve and allow the students to continuously connect and compare other languages and cultures. Research shows that children are often able to acquire a foreign language much easier and faster if they begin their course of study at an early age. A great benefit of an elementary language immersion program is that students emerge able to communicate in more than one language. An asset of being bilingual is that our children will have a head start in an ever-changing society and workplace environment. It will also have positive effects on their intellectual growth, mental development, and appreciation for cultures other than their own. Greater flexibility in their thinking, greater sensitivity, and improved listening skills are all positive benefits expected for participants in this program.
International Studies Magnet School
The International Studies Magnet School at Booker T. Washington Elementary offers a strong academic program infused with international and global studies to enhance the learning experiences of students. This theme features a comprehensive curriculum that emphasizes higher-order thinking skills and problem-solving strategies for a “world class” education. The International Studies Magnet School at Booker T. Washington Elementary is dedicated to educating the whole child by addressing the intellectual, social, emotional, and cultural needs of students using research-based instructional strategies. The International Studies Program features integrated inquiry-based instruction, thematic units related to world discovery, the development of leadership skills, and independent and group projects related to real world problem-solving. The International Studies Program also includes community service to encourage young citizens to extend a helping hand to their neighbors whether they are across the street or across the globe. A special feature of the International Studies Magnet School will be our coordination with the International Baccalaureate Organization (IBO) in New York City, New York.

Visual and Performing Arts Magnet School
The Visual and Performing Arts Magnet School at George H. Oliver Elementary is dedicated to delivering a challenging curriculum in a unique learning environment that engages the whole child: mind, body, and spirit. Teaching an integrated arts program has a profound effect on student achievement, as well as self-expression and creativity. In addition to integrated arts instruction in all classrooms, students will have the opportunity to participate in visual and performing arts, dance, strings, drama/theater and choral music classes. A special feature of the Visual and Performing Arts Magnet School is a collaborative partnership between the Mississippi Arts Commission and the Clarksdale Arts Council to implement the Mississippi Whole Schools Initiative (MWSI). This partnership provides empowering, high quality professional development for teachers to infuse the arts into daily classroom instruction. The MWSI also provides a comprehensive curriculum for dance, drama/theater, visual and performing arts, and strings to encourage students to become life-long learners, critical thinkers, and extremely creative young people.

Math and Science Magnet School
The Math and Science Magnet School at Heidelberg Elementary is committed to creating a learning environment that encourages science exploration and problem solving. Students will have the opportunity to engage in exciting math and science education projects such as studying animal habitats, planets, conservation, recycling, and many more. Students will participate in NASA Space Camp and field trips throughout the school year to challenge young minds to learning more about the university. The Math and Science Magnet School offers a high quality academic program infused with Math and Science education. A research-based Science Exploration Lab will offer students an opportunity for in-depth studies of physical science, earth science, and life science. Research shows math and science education is critical components to prepare students to compete in a global workforce.

Aerospace Education and Environmental Studies Magnet School
The Aerospace Education and Environmental Studies Magnet School at J.W. Stampley Elementary emphasizes the exploration of aerospace and the study of our “ever changing” environment. A special feature of the Aerospace & Science Magnet School will be our partnership with the National Aeronautics and Space Administration (NASA) at the Stennis Space Center. This partnership supports the goal of the NASA Education Program to “inspire and motivate students to pursue future careers in science, technology, engineering, and mathematics.” Students will engage in fun and exciting NASA
Education Projects, including meteorology and environmental studies. Space Camp Tours and field trips will offer students “real world” experiences in science education and exploration.

**Health and Medical Science Magnet School**

The Health and Medical Sciences Magnet School at Kirkpatrick Elementary is devoted to the development of learners who are aware of their health and understand how and why health care professionals play a vital role in improving the wellness of our society. Classroom instruction will be enhanced with a Health Lab to provide up-close opportunities for students to have hands-on experiences in health education and the Medical Sciences. Students will explore how the “the body works and how to take care of the body.” A special feature of the Health and Medical Sciences Magnet School will be our partnerships with Coahoma Community College, Delta State University, Mississippi Valley State University, and health care providers including Northwest Mississippi Regional Medical Center. Mentors from each institution will conduct seminars throughout the school year on wellness strategies to promote healthy living. This exciting magnet theme will open students’ minds to a future career in medicine, the health care industry, or other high achieving career goals.

**Higgins International Studies Visual & Performing Arts Academy**

Higgins Middle School has adopted the International Studies Visual & Performing Arts theme that offers an inquiry based curriculum which allows students to become responsible world citizens and lifelong learners. It provides our students with an international perspective that relates their lives in Clarksdale, Mississippi, to the United States, and communities all over the world. The Middle Years Program of study focuses on the heart and mind, and addresses social, physical, emotional, and cultural needs, as well as academic ones. The Middle Years Program requires inclusion of the Arts and students are also required to learn a foreign language. To meet these requirements, Higgins International Studies Visual and Performing Arts School will offer band, dance, strings, choral music, and art. In keeping with the international theme, students will be required to learn a second language, in our case, Spanish. All students will receive Spanish instruction as part of the curriculum.

**Oakhurst Math Science Language Immersion Academy**

Oakhurst Middle School has adopted the theme for math, science, and language immersion. In this unique venture, Oakhurst Middle School will implement advanced math and science curriculums. The science classes will include science laboratories. The language immersion component will feature Spanish classes taught in math, science, and social studies. Initially, students will learn Spanish. In future years, students will learn Math and Science in Spanish. Goals and objectives include exploring the relationship between science and the environment, expanding students’ knowledge and awareness of health and related skills, and acquiring math skills that will help students excel into high level math course like Calculus and Trigonometry. In order to build a knowledge base that will assist students in the acquisition of higher level thinking skills so they can perform on a proficient and advanced level in ALL AREAS of standardized tests. The following courses will be offered;

**Math**
- Algebra I – Eighth grade only
- Pre-algebra – Seventh grade
- Pre-algebra – Sixth grade

**Science**
- Advanced 8th – Exposure to Biology I
- Advanced 7th – Emphasis on physical science
- Advanced 6th – General science higher level
Science Lab for 6th, 7th, & 8th grade
Spanish
Spanish taught in Math, Science, Social Studies
Spanish Class – 6th, 7th, 8th grade

CARL KEEN VOCATIONAL
The Carl Keen Vocational 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.

GED
The Clarksdale Municipal School District’s GED Program exists as a part of the Alternative Education Program. The 1997 Mississippi Legislature Senate Bill 2855 mandates that students who are enrolled in an approved GED program shall not be classified as dropouts and that the school district will continue to receive Minimum Program funding for the students while they are enrolled in the GED Program. Local school districts are also authorized to contract with a Community College for the purpose of preparing students for the GED testing process. If a school district contracts with a Community College to provide a GED Program, the students placed in the program will be reported on the monthly attendance report of the public school district of origin and counted in the average daily attendance record for funding purposes. The criteria for student participation in the GED Program will consist of the following:

a) The student must be at least 16 years of age;
b) The student must be at least two (2) grade levels behind or have acquired less than four (4) Carnegie units;
c) The student must have taken every opportunity to continue to participate in course work leading to a regular high school diploma;
d) Students that have been referred to the Alternative Education Program for disciplinary reasons shall not be eligible for placement in the GED Program until behavioral modification goals for exiting the Alternative Education Program have been attained.
e) Students placed in the GED Program will not be eligible to participate in regular academic courses or other programmatic activities within the school district, including athletics, choir, band, or any other extracurricular activities.

JROTC PROGRAM
JROTC program is a national program authorized by law enacted by Congress and conducted by the Department of the Army in cooperation with educational institutions in responses to the needs expressed by the people of the United States. The JROTC teaches high school student’s leadership, citizenship, and character educations skills to help students stay in school and enhance their success after high school. The purpose of the program is to:

1) Appreciate the ethical values and principles that underlie good citizenship
2) Develop leadership potential, while living and working cooperatively with others
3) Be able to think logically and communicate effectively with others, both orally and in writing
4) Appreciate the importance of physical fitness in maintaining good health
5) Understand the importance of high school graduation for a successful future, and learn about
college and other advanced education and employment opportunities
6) Developmental management abilities
7) Become familiar with military history as it relates to America's culture, and understand the
history, purpose and structure of the military services
8) Develop the skills necessary to work effectively as a member of a team

The JROTC unit in our school district also provides wellness and physical fitness instruction, support
healthy life style choices, and support student behaviors that contribute to a safe school environment.
In Mississippi JROTC can serve as a substitute for the Physical Education Credit graduation
requirement. In Mississippi JROTC can serve as a substitute for the physical education credit
graduation requirement.

GIFTED
The CMSD provides services to Intellectually Gifted students in grades 2-8. "Intellectually Gifted"
means those children and youth who are found to have an exceptionally high degree of intelligence as
documented through the identification process. The purpose of the Gifted Education is to ensure that
gifted children who demonstrate unusually high potential are identified and offered an appropriate
education based upon their exceptional abilities. Because of their unusual capabilities, they require
uniquely qualitatively different educational experiences not available in the regular classroom. These
uniquely different programs are required to enable gifted students to realize their abilities and potential
contributions to self and society. The identification process consists of referral, local survey committee
review, and parental permission for testing, an assessment report and an eligibility determination. The
process follows the SDE policy and procedures for Gifted Education Services.

Referral
A student may be referred by a teacher, administrator, counselor, parent, peer, self, or any other
person having reason to believe that the student may be intellectually gifted. A referral must satisfy two
of the following:
1. A group measure of intelligence administered within the last twelve months.
2. Published characteristics of giftedness measure.
3. Published characteristics of creativity measure.
4. Published characteristics of leadership measure.
5. Achievement tests scores.
6. An existing measure of individual intelligence test administered within the last twelve months.
7. Other measures that are documented in the research on the identification of gifted students.

The completed referral form will be forwarded to the Chairperson of the Local Survey Committee
(LSC).

Local Survey Committee Review
The LSC will meet and review the information. The LSC will decide whether the student should be
referred for further testing to determine eligibility for an Intellectually Gifted determination.

Parental Permission for Testing
If the LSC determines a student should be evaluated, written parental permission must be obtained and
documented on Part II of the Gifted Pupil Personal Data form.
Assessment
District personnel responsible for the assessment will collect or administer at least three of the measures outlined below.

1. A norm-referenced group intelligence test(s) administered within the last 12 months with a minimal score of 90th percentile.
2. A norm-referenced checklists of characteristics of gifted students with a score in at or above the superior range or a checklist developed by the district (SDE approved) with the minimal criteria of 90% of the characteristics being consistently demonstrated.
3. A norm-referenced creativity test(s) with a minimal score at or above the superior range, or a checklist developed by the district (SDE approved) with a minimal criteria of 90% of the characteristics being demonstrated.
4. Published checklists of characteristics of leadership abilities with a score in at least the superior range or a checklist developed by the district (SDE approved) with the minimal criteria of 90% of the characteristics being consistently demonstrated.
5. A score at or above the 90th percentile on a normed measure of cognitive abilities.
6. A norm-referenced group or individual achievement test(s) administered in the last 12 months utilizing scores in reading comprehension, language arts, science, social studies, and/or mathematical reasoning with a minimal criteria of 90th percentile.
7. Other measure as approved by the SDE.

Once a student has satisfied the criteria on any three of the above measures, he or she will move forward to the individual test of intelligence. The student must score at or above the 90th percentile composite/full scale or the 90th percentile on approved subtests in order to satisfy eligibility criteria.

Students who already have an eligibility ruling under IDEA may be considered Twice Exceptional students if the necessary criteria is met. Students who have satisfied the Potentially Disadvantage Gifted Checklist and who did not satisfy the minimum criteria on an individual achievement test, but did score at least at the 85th percentile may be considered eligible for the gifted program.

Assessment Report
District personnel will write an assessment report with the required components which includes an eligibility statement.

Eligibility Ruling
Once the assessment report is finished, the LSC will meet to review all data and determine if eligibility criteria has been met. The LSC will make the determination that a student is or is not eligible for the Intellectually gifted program.

If a student is determined eligible as Intellectually Gifted, written permission for placement must be obtained. The permission must be granted in writing prior to a student being placed in a program for the gifted. A committee must meet and reassess each student’s participation in the gifted program annually. A student may be removed from the gifted program due to a lack of progress or unsatisfactory participation. Parents must be notified and given the opportunity to discuss the decision with the committee before the student is removed.
THOMAS E. SHAW, Jr. SCHOOL OF EXCELLENCE (Alternative School)
The alternative school program is defined through written board-approved policies and procedures that define and provide appropriate educational opportunities for at risk students. The curriculum and instructional methodology addresses the needs of students through an Individual Education and Career Plan which emphasizes academic performance behavior modification, functional skills, and career education. Students enrolled in alternative program/school, including those provided through contractual agreements among multi-districts will participate in the Mississippi 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. Alternative programs offered include Fast Track, GED, and long term placement. The alternative programs will provide:
  a. a motivated and culturally diverse staff
  b. counseling for parents and students
  c. administrative and community support for the program.

No students are assigned to Thomas E. Shaw School of Excellence, Jr. for short-term placement. Only long-term placement is allowed. A student must be referred by the administration from a CMSD middle or high school to the Long-Term Placement Committee. Long-term placement will be for a minimum of 45 days. Recommendations for alternative placement must be approved by the home school principal. Superintendent's approval is required for all long-term placements. A student can exit long term placement upon the recommendation of the alternative school principal. The alternative placement committee will determine if the student is eligible to return to their home school.

CMSD CODE OF CONDUCT/BOARD POLICIES/PROCEDURES

STUDENT CODE OF CONDUCT

GENERAL EXPECTATIONS FOR BEHAVIOR
Every prudent adult is aware that it is not possible to list all behaviors that may be displayed inappropriately during the school day by our students or the consequences that are judged appropriate. Consequently, at some point experienced, trained, and fair-minded school administrators must make judgments about the appropriateness or inappropriateness of student behaviors and assign appropriate consequences. We offer the following as a general guide to student behavior, but not as an exhaustive list of behavior expectations.

Throughout the school day, in general
  o Respect constituted authority and abide by school regulations.
  o Avoid loud talking, whistling, loitering, running, pushing.
  o Be a lady or gentleman at all times.

In the Classroom
  o Do not talk while others are talking.
  o Cooperate with the teacher and fellow students.
  o Be courteous to your teacher and fellow students.
  o Avoid laughing at other's mistakes.
o When you need to talk, keep your voice in a conversational tone.
o Do not touch or read anything on the teacher’s desk without specific permission.
o Be quiet during morning announcements—something you need to know may be announced.

Expectations for behavior in the auditorium
o Enter the auditorium quietly and remain quiet during the entire program.
o Be prompt and take your seat in your assigned section.
o Do not disturb the ones around you.
o Give your attention to the speaker or entertainer who is on the platform.
o Applaud in a refined and courteous manner when you enjoy something.
o Never boo or whistle regardless of your opinion of the program.
o Do not read or do any type of work during the program.
o When you leave the auditorium, do not block the aisles by stopping to talk.
o Do not bring food or drink into the auditorium at any time.

Expectations for behavior in the Library/Media Center
o Develop an appreciation and love for books. If this is done, you will naturally handle them with care.
o Be considerate of others by being silent for those who are reading.
o Follow the requests of the librarians and cooperate with them.

Expectations for behavior in the hallways and walkways
o Do not carry open soft drink containers. Drinks are to be consumed outside only.
o Do not run through the corridors or in or out of doorways.
o Do not stop traffic by stopping to talk with a group of friends.
o Do not push, but move through the corridors in an orderly manner like ladies and gentlemen.
o Have a signed and timed pass from a teacher anytime you must be in the corridors while classes are in progress.

Expectations for behavior in the restrooms
o Do not loiter in the restrooms.
o Take care of the restroom facilities and do not misuse them

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. Elementary schools will not have ISS.

Referral Process
The principal and/or assistant principal are the ONLY persons 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.

**Release Procedures**

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.

**DRESS CODES - UNIFORMS**

**PERSONAL APPEARANCE POLICIES AND GUIDELINES**

**Board Policy -**

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.

General Guidelines

No student's appearance should cause a distraction to such an extent that it would violate another student's right to an education. All students are expected to observe minimum standards of hygiene, sanitation, and personal appearance. Parents are requested to see to it that their children conform within the limits set by the personal appearance standards. The personal appearance code has been developed to establish a standard of decency for covering the body and should be interpreted in the spirit for which it is intended. Teachers, principals, and administrators will positively enforce the personal appearance code. The following regulations are to be observed by all students. Any student violating any of such regulations will be subject to appropriate disciplinary action.

All students in Pre-K through Grade Eleven are required to wear school uniforms. As a privilege, seniors in high school are allowed to wear regular clothing as long as it is tasteful and does not disrupt the operation of the school.

**UNIFORM POLICY FOR ALL GRADES K-11**

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 be tucked in at all times.
3. The following regulations will be followed for pants/skirts/shorts/skorts/jumpers:
   A. Pants/skirts/shorts/skorts/jumpers may be khaki or navy blue.
   B. No logos/emblems shall be on the clothing.
   C. Pants must be worn at the waist-School officials may use fasteners 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.

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 must 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)

7. No gang related clothing or jewelry shall be worn by any student.

8. Seniors do not have to wear the assigned dress code, but must dress in an appropriate manner. Any senior that abuses this privilege by wearing improperly fitting clothes or clothes that display inappropriate symbols/advertisements may lose this privilege. No sweat pants or leggings are to be worn. The school principal has the authority to make such decisions.

**RULES FOR STUDENT CONDUCT**

**Board Policy – JCA**

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.

The superintendent or principals are authorized to institute appropriate disciplinary action including immediate suspension, if warranted, of any student for disorderly conduct, or misconduct including, **but not limited to**, the following:
1. Fighting
2. Disorderly Conduct
3. Harassment, sexual harassment, intimidation, threats, and bullying
4. Disruption of school operations, functions, programs or activities
5. Disobedience
6. Disrespect
7. Insubordination
8. Leaving class, school program or meeting without permission; cutting classes or programs
9. Insulting language
10. Insulting behavior
11. Indecent exposure
12. Public indecent displays of affection (including in cars parked in the vicinity of any school building or activity)
13. Obscene language
14. Vandalism
15. Malicious Mischief
16. Theft
17. Damage to property, private or school
18. Unauthorized use of school property
19. Unauthorized entry on school premises, including other schools or campuses
20. Loitering or being “out of bounds;” i.e., being where he/she is not supposed to be
21. Selling items for personal gain on school campuses without specific permission from the principal
22. Use of tobacco
23. Use of alcoholic beverages
24. Under the influence of alcoholic beverages
25. Use of illegal drugs
26. Under the influence of illegal drugs
27. Selling or distributing any drugs-legal or illegal, prescription or non-prescription
28. Any offense otherwise punishable by law and any offense determined to constitute good cause for disciplinary action.
29. Cheating
30. Use of the district’s resources to access inappropriate or non-educational material.
31. Damaging, altering, destroying, copying, transmitting, or changing any official school records through the use of technology.
32. Gang related activities
33. Possession of:
   A. Illegal drugs or drug paraphernalia
   B. Alcoholic beverages
   C. Matches, lighters, fireworks, explosives or incendiary materials
   D. Knives, firearms, slingshots, or any other weapon (see explanations and consequences)
   E. Pornographic materials
   F. Stolen property
   G. Tobacco or tobacco paraphernalia
   H. Cards or gambling paraphernalia
   I. Noise making devices
   J. Other disruptive materials
K. Other materials, possession of which is punishable by law
L. Sprays which incapacitate such as mace and pepper spray

Students, parents, teachers, and administrators should recognize that the enumeration of certain offenses in the Code of Conduct are not intended to and do not restrict the power, authority, and duty of the superintendent, principals, and teachers to carry out their statutory duties of maintaining order and discipline in the public school, even if the specific offense is not set out in this disciplinary code.

**CMSD DISCIPLINE LADDER**
**Board Policy - JDA**

School officials at Clarksdale Municipal School District employ a discipline ladder. Details can be found in the “Discipline Policies” section of this handbook.

**DISCIPLINE POLICIES**

**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
- 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 suspension.
- 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
- 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 INFRINGEMENTS**

*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 or more students involved)
- Stealing
- 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 Thomas E. Shaw, Jr. School of Excellence and/or a recommendation for expulsion
- 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 should be suspended for up to 10 days with 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.

CMSD Board Policies/Procedures

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 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" exist 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 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

The policy of the Clarksdale Municipal School District is that the District shall be tobacco-free. The School Board recognizes the dangers and concurs with the Surgeon General's report on the harmful
effects of tobacco on the human body. 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

Board Policy

The Clarksdale Municipal School District Board of Education recognizes that the possession of firearms or other weapons on school premises or at school functions 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:

JCDAE (December 2008)

WEAPONS

No student, employee or visitor may possess a weapon in, on or about school buildings, grounds, athletic fields or any other property used for school-related purposes, except as permitted by law.

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:

1. 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.
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 – JCB*E*

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.

**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 meetings 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
- Humor or 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 – JCBF

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 re-enter 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.

After-School Detention (ASD)

After-school detention will consist of a supervised study period at the school imposing the detention and will be imposed in 30-minute increments. Students are required to bring books and materials with them to study. After-School Detention is considered part of the school day and all policies apply.

In-School Suspension (ISS) 6-12

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

1. Rules for In-School Detention:
   A. Students must have all books and materials necessary to complete work assignments when they enter the ISS 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. ISS 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 ISS 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.

**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. Corporal punishment may be administered by the principal, assistant principal, or such person designated by the principal. Corporal punishment must be administered in the presence of another certified employee of CMSD. 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.

**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 due process along with being treated fairly and according to allowable policy. The board policy referenced above gives the specific steps to be followed to ensure that the right to due process has not been violated.

**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 harassing 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.
The School Board directs the superintendent or designee to design and implement procedures for reporting, investigating and addressing bullying and harassing behaviors. The procedures should be appropriately placed in District personnel policy handbooks, school handbooks that include discipline policies and procedures, and any other policy or procedure that deals with student or employee behavior. The discipline policies and procedures must recognize the fundamental right of every student to take “reasonable actions” as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing. Furthermore, the Clarksdale Municipal School District defines “reasonable action” as promptly reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior.

Ref: SB 2015; Miss. Code Ann. §37-7-301 (e)

**STUDENT COMPLAINTS OF BULLYING OR HARASSING BEHAVIOR**

**Board Policy-JDDA-P**

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
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 the 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.

POLICE DEPARTMENT

School Resource Officer
Clarksdale Municipal School District has five commissioned school resource officers who are certified by the Mississippi Board of Peace Officer Standards and Training as a Police Officer. An officer must be at least 23 years of age and have three years of full time law enforcement experience prior to assignment as an SRO. The officer is responsible for law enforcement, teaching within the area of expertise, security administration, and mentoring of students.

HIGHLY QUALIFIED TEACHERS

The No Child Left Behind Act of 2001 (NCLB) mandates that teachers new to the profession-defined as those teachers employed for the first time in a Mississippi public school after the first day of school 2002-meet the requirements for a Highly Qualified Teacher in core academic subjects in grades 7-12. The NCLB Act of 2001 also mandates that teachers not new to the profession-defined as a teacher employed in a Mississippi school before or on the first day of school, 2002 have until the end of the 2005-2006 school year to meet the new requirements of a Highly Qualified Teacher in core academic subjects in grades 7-12. Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Those requirements are set for the Mississippi Department of Education in its licensure policies.
The Clarksdale Municipal School District is committed to locating and hiring the best teachers available in each subject. Every effort is made to hire teachers who are fully licensed and qualified under federal guidelines. District officials will notify parents when teachers who do not meet those federal guidelines for Highly Qualified Teachers are teaching students. Teachers who were hired in Mississippi prior to the first day of school in 2002 are fully licensed to teach in Mississippi, but may not be considered "highly qualified" under the NCLB Act. These teachers had until the end of the 2005-2006 school year to meet the "highly qualified" status.

If you have questions about whether your child's teacher meets the “highly qualified” status under NCLB guidelines, please call your child’s principal.

Parents/eligible children who believe their rights have been violated may file a complaint with:

Family Policy Compliance Officer
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605