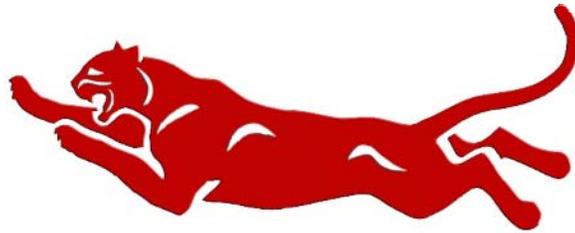


COAHOMA COUNTY SCHOOL DISTRICT



Student Handbook

Elementary

Secondary

School Year

2018 - 2019

Ilean Richards, Ed.D. - Interim Superintendent

1555 Lee Drive - Post Office Box 820

Clarksdale, MS 38614

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BOARD OF EDUCATION

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Mrs. Tamika Hoskins-Hawkins	Human Resources Director, Administrative Assistant to Superintendent, Board Clerk	624-5448 Ext. 1003
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Mrs. Mildred Moore	Finance Director	624-5448 Ext. 1020
Ms. Eddy Johnson	Food Service Manager	624-5448 Ext. 1041
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PRINCIPALS

Mr. Lynn Lang	Coahoma County Jr/Sr. High	627-7378
Mrs. Anna Watson	Friars Point Elementary	383-2477
Mrs. Crystal Hall-Gooden	Lyon Elementary	624-8544
Mrs. Charlette Artis-Harris	Jonestown Elementary	358-4496
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NOTE: Changes may occur throughout the year to information currently presented in this handbook.

Mission

The mission of the Coahoma County School District is to provide a high quality education to each child in a safe and caring environment in order to produce contributing citizens who will be able to excel in a global society.

GENERAL INFORMATION

Arrival/Dismissal

The teacher work day is generally from 7:30 A.M. until 3:30 P.M. With the approval of the Superintendent, the building principal can change the time frame but the number of hours will remain generally the same. Special duty before, after, or during school will be assigned by the principal and regularly scheduled faculty meetings or special staff development training may require teachers to remain later than 3:30 P.M.

All students should plan to arrive on campus at or before 7:30 A.M. Breakfast will be served from 7:00 A.M. until 7:30 A.M. The first bell (at CCJSHS) will ring at 7:30 A.M. Students must report directly to their first period class prior to the ringing of the tardy bell. The tardy bell will ring at 7:35 A.M. The end of the day for elementary schools will be 3:00 p.m. and 3:15 for junior and senior high school students.

After arriving on campus, students should not leave at any time without following the school policy for checking out and early dismissal. Students who violate this rule will be subject to disciplinary action. Picking students up early on a daily basis will not be allowed.

Visitors

Parents and guardians must always report to the principal's office upon arrival, sign in, and receive a visitor's pass. Students are not permitted to bring relatives to classes with them for visits. All arrangements for visitors are to be made through the Office of the Principal. During state testing, visitors are not allowed in the classroom.

Emergency Drills

In accordance with current State emergency and safety regulations, unannounced emergency drills will be held throughout the year. Teachers will inform students of emergency procedures. Students are expected to follow the directions of the teacher quickly, quietly, and in an orderly manner.

Fire Drill

When the signal is given, students will walk orderly in a single file line out of the building and assemble in a designated area. A signal will be given when it is time to return to the building. Teachers will take their roll books to check presence of all students.

Tornado Drill

When the warning is issued, students will walk in a quiet, orderly manner into the hallway; sit with backs toward the wall, and cross their hands over their heads. Students should remain quiet as the teacher calls the roll. A signal will be given when it is time to return to classrooms. Students will not be dismissed from school during the time a tornado warning is in effect. If students are on buses, they will be unloaded and brought back into the building.

Bus Evacuation Drill

Bus evacuation drills will be conducted on each campus twice during each school year in order to prepare students for escape in the case of a bus emergency. These drills will be conducted by district transportation personnel and school staff.

Earthquake

If the building or ground begins to shake, the students must TAKE COVER immediately under a desk or table and remain in a sheltered position for at least 60 seconds or until tremors have ceased.

Student Insurance

The Coahoma County School District does not provide insurance for students. Accident insurance for students is available at a nominal fee under two plans:

1. Twenty-four hour coverage;
2. Coverage during school hours only.

At the beginning of the school year, information will be available in the school office concerning the insurance plans. Each student may be given a packet explaining the cost and coverage of the insurance plans. It is recommended that parents /guardians read and review the insurance plans. If the student(s) is not covered by the parents /guardians medical insurance, it is recommended that the parents / guardians purchase an insurance policy from the insurance plans.

Illness during the School Day

If a student becomes ill during the school day, the student should obtain permission from the teacher to report to the office. Office personnel will confer with the student to determine the extent of the illness. If warranted, the parent/guardian will be contacted and be asked to come to the school to check the student out. In case of severe illness, other emergencies, or inability to contact a parent/guardian, practical actions will be taken by office personnel.

If it is determined that a student must be transported by ambulance, the parent/guardian will be responsible for any fee charged for the service.

Lockers (High School)

Lockers may be assigned to students by office personnel. The following regulations must be followed and practiced:

1. Lockers will be kept clean inside and out.
2. Personal locks will be placed on lockers.
3. Locker combinations should not be shared with other students.
4. Valuables should not be left in lockers.
5. Lockers must not be transferred to any other student without permission from an administrator.
6. Locker problems should be reported to the assistant principal.

Lockers remain the property of the school, and by law, are subject to inspection at any time. If there are violations of rules discovered upon inspection of lockers, school officials have the right to issue consequences for the incident and/or report the student to the appropriate governing authorities.

The U.S. Supreme Court granted school officials the right to conduct reasonable searches. Searches will be based upon reasonable suspicion and may be processed without hindrance or delay. In the event the search of a student's body, locker, personal possessions, or vehicle reveals the student is concealing material, the possession of which is prohibited by law, local law authorities will be notified so that appropriate action may be taken.

Use of the Telephone

The telephone is for business purposes. Therefore, students' use of the telephone is limited. Students may use the phone only for emergency purposes and only with permission from the principal or office personnel.

Breakfast/Lunch

All students will be assigned a lunch period. Students will leave the classroom with the teacher and go to the cafeteria. Students shall be courteous and refined in their cafeteria manners. The following rules will be observed and enforced:

1. Students should not run but walk to the cafeteria.
2. Students are not to step ahead of others in line.
3. Students are not allowed to carry food from the cafeteria and eat it elsewhere.
4. Students are not to speak loudly.
5. Students are to return their trays to the receiving windows.
6. Students who bring their lunch from home are required to eat in the cafeteria.
7. Students are not allowed to purchase food items from the vending machines.
8. Students are not allowed to leave campus or have commercially prepared food brought to them by any persons.
9. Students may not bring canned drinks into the cafeteria.

After finishing breakfast/lunch, students will clean their seating area of all food and paper items. Trays and eating utensils should be placed in the return window. Trash will be placed in the trash container.

Students must respect themselves, their peers, and the supervising teachers while in the cafeteria. Fighting, loud talking, playing, throwing items, being disrespectful and rude, and other

inappropriate behavior will not be tolerated. Students must also refrain from combing/brushing their hair while in the cafeteria. Students are subject to disciplinary action if any cafeteria rules are violated.

Students who qualify under federal guidelines will receive free or reduced lunches. Provision Three, under guidelines from USDA, allows all CCSD students to eat breakfast and lunch free of charge. Applications completed in 2006 remain on file in the Food Services Director's office.

Lunch Number

All students will be assigned a lunch number. Students must give the number to the cashier when going through the lunch line. Students shall not share their lunch numbers with other students.

Medication

Barring emergencies, school personnel may not extend the practice of first aid in dealing with pupil injuries and sickness. Medication shall not be provided by the school or its employees, without written permission from the parent/guardian. If a student needs to take any medication during the school day, the parent must provide written permission and instructions on how it should be administered by the principal or his/her designee, as prescribed by the parent or the physician. Students with asthma are permitted to keep their asthma pumps with them.

Office and Office Procedures

The school office is for business. When a student has business in the office, he should give the secretary his name, the name of the person he wishes to see, the general nature of the business, and then be seated. When the student can be seen, he will be escorted to the proper office. At times, it will be impossible for the student to be seen. The student will be asked to return to class and wait to be called to the office.

A student sent to the office for misbehavior will wait until he has been seen by an administrator. Failure to report to the office for disciplinary reasons may result in additional consequences.

Students will not loiter in the school's main office. No student is to go behind the counter in the office unless invited by office staff.

Public Display of Affection

Students are required to refrain from inappropriate public displays of affection. This includes kissing, hugging, standing with arms around each other, having other bodily contact, or any other such actions deemed inappropriate by school administrators.

Student - Teacher Relations

Students will not be abused or mistreated by teachers. At the same time, teachers are not to be mistreated by students. When a student feels that he has been mistreated by a faculty member, he should comply with the teacher's instruction(s) and then arrange to see an administrator about the matter. Appropriate action will be taken to resolve the problem. A student who refuses to follow a teacher's instruction(s) or who uses abusive or vulgar language will be subject to suspension or expulsion. NOTE: Students are not expected to comply with illegal and/or inappropriate requests from any staff member. Such behavior by a staff member should be reported immediately.

Student Teachers/Substitute Teachers

Courtesy to substitute teachers and student teachers is one of the most vital ways to build good school - community relations. Students should treat both substitute teachers and student teachers as they would any other teacher. Students are expected to be cooperative and respectful. Failure to comply with this request may result in punitive consequences.

Textbooks

Textbooks are furnished by the District. These textbooks are issued to each student on a loan basis. Parents are required to sign a book card or form accepting full responsibility for books and seeing that they are properly cared for until they are returned to the school.

Pupils should not abuse books. A fine will be assessed and charged to the student for any book that shows wear beyond normal usage. A student must not have in his/her possession a book assigned to another student, without that student's permission. This action may be considered as stealing, and the student may be disciplined accordingly. Random book checks will be held throughout the school year. **STUDENTS SHOULD NOT WRITE IN ANY TEXTBOOK AT ANY TIME.** Parents, legal guardians, or custodians of a school age child are financially responsible for lost or damaged books.

Requirements for Enrollment

Kindergarten/Elementary School

All students entering kindergarten must be age five years old on or before September 1 of the current year and the parent/guardian shall provide the receiving school with items number 1-4 listed below. All first graders must be age six years old on or before September 1 of the current year.

New student to the district shall provide the receiving school with items number 1-4 listed below.

1. Certified copy of birth certificate;
2. Certificate of compliance with immunization requirements;
3. Legal home address of parent or guardian (two proofs of residence within the school district – example: driver's license, rent receipt, telephone bill, etc....);
4. Social Security Number;

Any child who transfers from an out of state public or private school in which the state's law provides for a first grade enrollment date subsequent to September 1 shall be allowed to enroll in the public schools of Mississippi if:

1. The parent/legal guardian or custodian of such child was a legal resident of the state from which the child is transferring;
2. The out-of-state school from which the child is transferring is accredited by that state's appropriate accrediting authority;

3. Such child was legally enrolled in a public or private school for a minimum of four (4) weeks in the previous state, and
4. The Superintendent of schools in the applicable Mississippi school district has determined that the child was making satisfactory educational progress in the previous state.

Junior/Senior High School

1. Certified copy of birth certificate
2. Certificate of compliance/immunization
3. Report card
4. Name, address, and phone number of former school attended
5. Legal home address of parent or guardian (two proofs of residence within the school district - example: driver's license, rent receipt, telephone bill, etc....)
6. Social Security Number

Transfer Students

1. No student is to be enrolled in this school district until any and all questions regarding residency or immunization have been resolved.
2. Students suspended or expelled from another school or school district may not be allowed to enroll.
3. No pupil shall be permanently enrolled in a school in this district who formerly was enrolled in another school within the state or outside the state until the cumulative record of said pupil shall have been received from the school from which he transferred. Should such record have become lost or destroyed, then it shall be the duty of the superintendent or principal of the school where the pupil last attended school to initiate a new record.
4. Unless a transfer student is tested in the manner provided in paragraph 5 below, the student will be permanently enrolled and placed in a grade or class on the basis of an official transcript of credits from the last school attended.
5. All students seeking to transfer from a non-certified private, or home school, within or outside the boundaries of the state of Mississippi, to this school district will be required to take a standardized test to determine the grade and class to which the pupil shall be assigned at the time of pupil transfer.
 - a. The superintendent will make a determination as to who shall administer the test or tests to such pupil or pupils as shall apply for transfer to such public school. Such test or tests shall be administered within thirty days after the filing of each such application for transfer. Notice of the giving of such test shall be given the applicant not less than five days prior to the date of the administration of such test.
 - b. No transfer of a pupil shall be affected until the test has been given and the pupil is assigned to the grade and class for which the test shows he is best suited. No pupil shall be assigned to a grade and class more than three (3) grades above or below the grade or class that the pupil would have been assigned to had the pupil remained in the school from which the transfer is being made. Pending the administration of the

test herein provided for and its grading and an assignment based thereon, the superintendent of this school district may assign the pupil temporarily to a grade and class comparable to that in which the pupil would have been had the pupil continued in the school from which the transfer was being made.

If any student is transferred or reassigned within this school district by an order of the board of trustees of this school district as designated by law of the State of Mississippi and not at his own request, the requirement of that pupil's taking the standardized test shall be waived. Likewise, if a pupil shall transfer from one school district to another school district in the manner provided and required by the laws of the State of Mississippi, the requirement of such pupil taking the standardized test shall be waived.

6. Any legal guardianship formed for the purpose of establishing residency for school district attendance purposes shall not be recognized by this school board.

Attendance

Parents and/or guardians must abide by the Mississippi Compulsory School Attendance Law. Parents and/or guardians are held responsible by the County Court for their children to be in school each day. Legal action may be brought against parents for excessive and/or unexcused student absences and tardies. Regular and punctual attendance on the part of all students is necessary for successful academic achievement in school.

It is the responsibility of the students to make arrangements with the teacher to make up any work missed as a result of absence. See also---Make-up work

Absence from School

A student who is in school may be absent from a class only by having a special excuse with the signed approval of the principal and the teacher of that class. No teacher may approve the absence of a student from another teacher's class. All absences from school will be classified under the following headings:

1. **Official-**This classification applies when the student is representing the school in some official capacity, such as athletic, debate, choral festival, etc.

This classification is to be used when a large number of students are to absent from class. To obtain clearance for this group, the teacher, coach, or sponsor will submit the entire list of student's names to the office at least one day prior to the group's absence from school. A duplicated list of the names of this group will be sent to all personnel on the day of the absence. All work missed by this absence is to be made up by the student.

2. **Excused-** To receive this classification, absences should meet one of the following conditions: Illness, death, medical or dental appointment, court proceedings, religious observance, or other if approved by the principal; all work missed by an excused absence is to be made up by the student. Parents are required to send a signed, written excuse or stating the reason for the student's absence. Permission of parent or guardian may not always constitute an excused absence.

An absence shall be excused if it is due to one of the following valid excuses:

- a. Attendance at an authorized school activity with the prior approval of the superintendent of the school district or his designee.
 - b. Illness or injury which prevents the student from being physically able to attend school.
 - c. When isolation is ordered by the county health officer, by the State Board of Health or appropriate school official.
 - d. Death or serious illness of a member of the immediate family, which includes children, spouse, grandparents, parents, brothers, sisters, stepbrothers and stepsisters.
 - e. A medical or dental appointment with prior approval of the superintendent or his/her designee, except in the case of emergency.
 - f. Attendance at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.
 - g. Observance of a religious even, with the prior approval of the superintendent or his/her designee. (Approval should not be withheld unless, in the professional judgment of the superintendent or his designee, the extent of the absence would adversely affect the student's education).
 - h. Participation in a valid educational opportunity, such as travel including vacations or other family travel, with the prior approval of the superintendent or his/her designee. (Approval shall be based on the professional judgment of the superintendent or his designee but shall not be withheld unless the extent of the absence would adversely affect the student's education).
 - i. Other conditions sufficient to warrant non-attendance, with prior approval of the superintendent or his/her designee.
2. **Unexcused** - This absence is defined as a student being absent without authorization from school, class, in-school suspension, or other designated school assignment. Suspensions from school are unexcused absences for MSIS reporting purposes. The county attendance officer will be notified after a student accumulates five unexcused absences.

Make-up work

Teachers are to make every effort to inform students and/or parents of the need for the student to make up missed work. All make-up work is the responsibility of the student, who must complete the work by the assigned time provided by the teacher for this work to be done. A maximum of a two-week time may be allowed to make up work missed due to absence. If a student is present for the assignment of a test and is present for all necessary review but misses the testing period for any reason, the student will be required to make up the test on the day of his return. If the absence is unexcused, (no written excuse is given) the student's right to makeup work may be or left up to the teacher with the approval of the principal. Suspended students who are not immediately placed in alternative school will be permitted to make up missed work within the first ten school days after his/her return to school.

Cutting Class - A student who misses classes without permission will receive the following penalty:

- i. Parent will be contacted
- ii. Student could be assigned one day of in-school suspension, as determined by the building administrator
- iii. Habitual offenders will be punished according to the discipline ladder or as determined by the building administrator

Cutting School - A student who leaves campus without permission will receive the following penalty as determined by the building administrator:

Parent/Guardian will be contacted.

First offense --- In-school suspension

Second offense --- Suspension or alternative school placement; Habitual offenders may be recommended for expulsion. If a student has three unexcused absences, the names of the student/parent will be submitted to the school Attendance Officer.

Tardies- A student who is not inside the homeroom or classroom when the tardy bell rings will be considered tardy. The judgment of the teacher will be the determining factor. Tardy students will be classified as excused or unexcused as determined by the teacher and/or school administration. In case of excessive tardies, other disciplinary actions will be determined by the building administration.

Special Excuse - Hall Pass- When it is necessary for a student to leave a classroom or activity period for the purpose of attending to business in some other part of the school, a special excuse/hall pass will be issued at the discretion of the teacher. This excuse should include the following: Name, Date, Time, Teacher, and Destination.

Teachers receiving the special excuse will note the time the student is released and the name of the teacher returning the student to his original class. The presence of a student at an unscheduled place without a special excuse/hall pass will be considered an unexcused absence or tardy and may result in disciplinary action.

Perfect Attendance- Perfect attendance is 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.)

Permission to Leave School

1. No student will be permitted to leave the school for any reason without the permission of the principal or other authority designated by the administration.
2. If a student requests permission to leave the school or is being dismissed, the following procedure will be used:
 - a.) A special excuse will be given to the student by the teacher to come to the office to sign out.

- b.) A student's parent or guardian must be contacted by school personnel to receive his or her approval before the student checks out of school. In most cases, parents will be required to pick up their children. Parents can approve other responsible persons (with the approval of the principal) to check out their child. Such designee must provide identification and must sign students out in the office.
- c.) After obtaining permission from the principal, students will indicate on the sign out book the time leaving and destination. Students' will "sign in" with the correct time when returning to school, if they return the same day.

CONTACT PHONE NUMBER - Parents are required to provide the school with a working phone number for the home and an emergency contact person. If the contact number changes during the school year, the parent is to notify the school immediately of the new number. Someone should be available to pick up the student in the event of an emergency. Parents should be advised that if the school is unable to make contact with the parent or an emergency contact, outside agencies might be contacted to pick up the child if the emergency is severe enough.

GENERAL GRADING POLICIES

1. The academic year shall be divided into four grading periods, each having a duration of nine weeks.
2. All grades awarded in regular classes will be awarded on the basis of on-grade-level work, unless otherwise specified.
3. Special Education students will be graded in accordance with their Individualized Educational Plan (IEP)
4. There will be a minimum of one grade per week recorded for each subject area. These grades can be from chapter quizzes, teacher - made assessments, class work, homework, special assignments, and district assessments.
5. Any final grade change shall be presented to and approved by a panel consisting of, at least, the teacher issuing the grade, the building principal, and a central office administrator. State Board Policy 403
6. No nine weeks grade below a 50 shall be placed on the 1st, 2nd, 3rd, or 4th 9 weeks report card. CCSD Board Policy IHE

ELEMENTARY GRADING POLICIES

1. Nine weeks grades will be determined by the weighted average of all of the grades recorded for that grading period. The term average will be weighted: 50 percent for teacher grades, 25 percent for district assessments, and 25 percent for the term assessment.
2. The semester grade will be the average of the two nine week grades earned by the student that semester.

3. The final yearly grade will be the average of the first and second semester grades. Each semester grade will count $\frac{1}{2}$ of yearly grade.

SECONDARY GRADING POLICIES

1. Daily/weekly grades will be recorded by the teacher based on chapter, unit or daily assessment, homework, class work, and special assignments (list is not all inclusive).
1. A nine weeks test will be given at the end of the first, second, and third grading periods. A semester exam will be given at the end of the second and fourth nine weeks period. Nine weeks grades will be determined by the weighted average of all of the grades recorded for that grading period. The term average will be weighted: 50 percent for teacher grades, 25 percent for district assessments, and 25 percent for the term assessment.
2. The yearly average will be the average of the two semester grades for full unit courses. The first or second semester average grade will be the final grade for $\frac{1}{2}$ unit courses.
3. Students will not be excused from nine weeks or semester exams unless they present a doctor's excuse or have permission from the principal for absence prior to the exam.
4. **EXEMPTIONS FROM EXAMINATIONS:** Any senior who has an average of 90 or better for the second semester, has missed no more than six (6) days in that semester, and has not been suspended during the semester shall be exempted from the second semester examination by the teacher of the course.

PROMOTION AND RETENTION OF STUDENTS

Promotion of students from one grade level to the next in the Coahoma County School District shall be based on successful mastery of objectives in the district's instructional plan in the specific content areas at each grade level. Mastery is defined as an average grade of 65 or above. Students who fail to meet the criteria established for each grade level will be retained in that same grade for the following year. Retention of students for extracurricular purposes is prohibited.

KINDERGARTEN – Successful mastery of the core objectives outlined in the kindergarten Instructional Management Plan will result in promotion to first grade. Retention of a child in kindergarten will result when the teacher, school officials, and parents have conferred and when evidence of child's academic, social, emotional and physical development level indicates retention would be in his/her best interest. If the parent/guardian does not agree with the assignment, they may appeal the assignment to the School Board.

GRADE ONE AND TWO – The ability of the child to read and use basic mathematical skills is critical to future success. Therefore, the district has determined that a student must demonstrate

mastery (65 or above) in reading, language, and math. Mastery in these three areas will be required for promotion of first and second grade students.

Beginning in the 2014-2015 school year, if a student's reading deficiency is not remedied by the end of the student's Third Grade year, as demonstrated by the student scoring less than is required the state's annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade. The student must also demonstrate mastery (65 or above) in reading, math, language arts (English), science, and social studies.

GRADE FOUR THROUGH SIX – In order to be promoted to the next grade at these levels the district has determined that a student must demonstrate mastery (65 or above) in reading, math, language arts (English), science, and social studies.

ELEMENTARY SCHOOL 6TH GRADE HIGHEST AVERAGE –For the Sixth Grade Promotion Ceremony, the highest average for each school will be determined by averaging the final grades in reading, language arts, math, science, and social studies from the 3rd grade through first semester of the 6th grade. The student must have attended the same district school for two consecutive, full years. The student must have also been enrolled in the 6th grade for the full year.

GRADE SEVEN AND EIGHT - In order to be promoted to the next grade at these levels, the district has determined that a student must demonstrate mastery (65 or above) in all classes s/he is enrolled

LITERACY BASED PROMOTION

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

Each student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, shall be given **intensive reading instruction and intervention immediately following the identification of the reading deficiency.**

Immediately upon the determination of a reading deficiency, and subsequently with each quarterly progress report until the deficiency is remediated, the parent or legal guardian of a Kindergarten or First, Second or Third Grade student who exhibits a substantial deficiency in reading shall be notified in writing by the student's teacher.

Written notification shall be provided the parent or legal guardian of any Third Grade student who is retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption. The notification shall include a

description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

Good Cause Exemption C is applied when students who have an IEP or a 504, and who have received either intensive remediation for more than two years **or** who were previously retained for one year can qualify for a good cause exemption.

Beginning in the 2014-2015 school year, this school district shall take the following action for retained Third Grade students:

Provide Third Grade students who are not promoted with intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes during regular school hours of daily, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension, and other strategies prescribed by the school district. The intensive reading instruction and intervention must be documented for each student in an **individual reading plan**.

Beginning in the 2018 – 2019 school year, promotion to the 4th grade will be determined based upon a student’s ability to score “above the lowest two (2) achievement levels” instead of “above the minimum level” in reading. If student’s reading deficiency is not remedied by the end of the student’s Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative assessment for Third Grade, the student shall not be promoted to Fourth Grade.

Grade Scale

A - 4 points	90 - 100	= A
B - 3 points	80 - 89	= B
C -2 points	70 - 79	= C
D - 1 point	65 - 69	= D
F - 0 points	64 and below	= F

Kindergarten

S - Satisfactory
U - Unsatisfactory
N - Needs Improvement
I - Incomplete

Grades for **AP classes** will be weighted more than for traditional classes.

Honor Roll

- **Superintendent's List**, a student must make A's in the subjects taken.
- **Principal's List**, a student must have no grade below a B in the subjects taken.
- **Honor's List** a student must have an overall average of B with no grade lower than a C.

It Pays to Make A’s Awards and Incentive Program

Students will be awarded at the end of each nine weeks for high Academic Achievement, exemplary Attitude, and perfect or near perfect Attendance.

Hall of Fame

Selection for the Hall of Fame is based upon yearly GPAs of all grades for Grade 9 through the first semester of Grade 12. A student must have at least two consecutive years of course work at Coahoma County High School.

Seniors who are presently completing four years of English, four years of Social Studies, three years of Math, three years of Science, and whose grade point average places them in the top twenty percent (20%) of their class are candidates for the **Hall of Fame**.

The faculty and senior class will vote on the candidates by secret ballot. The eight students receiving the highest number of votes are designated as being in the Hall of Fame for that year.

THE FIRST AND SECOND DIPLOMAS

A. **Valedictorian** - The student with the highest **grade point** average in academic courses taken at CCHS.

This student must have at least two consecutive years at CCHS to be eligible.

B. **Salutatorian** - The student with the second highest **grade point** average in academic courses taken at CCHS. This student must have at least two consecutive years at CCHS to be eligible.

HONOR GRADUATES - Grades will be computed from Grades 9 through first semester of the 12th grade by semester averages. Only those requirements for admission to public universities in Mississippi will be averaged. The courses are: 4 units of English, 4 units of Math, 4 units of Science, 4 units of Social Studies, ½ unit of Computer Education, and 2 units of advanced electives. (Appendix C).

1. **Distinguished Honor**-Student must maintain a 90-100 **grade point average** for seven (7) semesters from 9th to first semester of 12th grade;
2. **Honor**-Student must maintain 80-89 **grade point average** for (7) semesters from 9th grade through first semester of 12th grade;

The Valedictorian and Salutatorian must graduate with Distinguished Honors.

AWARDS AND HONORS- The following awards may be given at Coahoma County High School. Efforts are ongoing to implement additional awards through both the private and public sectors.

- I. American Legion, Cooper Yeager Post #28

This award is given for citizenship to a senior male and female student. Recipients are recommended by the faculty.

II. Veterans of Foreign War Post #3936

This award is given to the outstanding senior male and female athlete (recommended by the coaching staff).

III. Army Reserve Scholar Athlete Award

This award is given to the senior male and female athletes with the highest academic average verified by the academic counselor.

IV. Star Teacher/Star Student Award

This award is presented when a senior meets the testing and academic guidelines set by Mississippi Economic Council. The student then selects the Star Teacher. Check with the academic counselor for information.

V. College and University Awards

These awards will be given based on guidelines established by the schools.

VI. School Based Awards

A. Honor Roll - Given to students whose name appear on the honor roll at least two of the three nine weeks periods.

B. Perfect Attendance - Given to students who have not been absent nor tardy during the school year.

C. Subject Area Awards - Given by teachers for outstanding achievement in subjects taught during the year.

D. Athletic Awards - Given for various levels of Participation in the Sports Program at Coahoma County High School. Selections are made by the coaches of the various sports.

E. Clubs & Organizations - Given for active participation & contribution in the school's clubs and organizations.

X. McTeer Scholarship - This award is given to a senior who best exemplifies the criteria for this scholarship. The student is selected by the McTeer Scholarship Committee.

XI. Junior Auxiliary Scholarship - This award is given to a senior who plans to pursue a career in education or a related field working with children. The student is selected by the Junior Auxiliary Scholarship Committee.

XII. Jeanette and Tommy Johnson Good Samaritan Award- This award is given to the student who embodies the characteristics associated with the Good Samaritan. The student is chosen

by the faculty and staff.

XIII. Fraternities, Sororities, and Other Organizations

Various social organizations make awards to students at Coahoma County High School. Guidelines for these awards are set by the organization presenting the award. Awards may include cash, plaques, or certificates.

HIGH SCHOOL STUDENT CLASSIFICATION REQUIREMENTS

Students will be placed in grades according to the number of units or credits they have earned as follows or be enrolled in the credit recovery program:

9th - Satisfactory completion of 8th grade requirements

10th - Each student shall have earned no less than five (6) units for placement in the tenth grade. This includes completion of English I. To be enrolled in English II, a student must have earned a unit in English I.

11th Each student shall have earned nine (12) units for placement in the eleventh grade. This includes completion of English II. To be enrolled in English III, a student must have earned units in English I and English II.

12th Each student shall have earned fifteen (17) units for placement in the twelfth grade. This includes completion of English III. To be enrolled in English IV, a student must have earned units in English I, English II, and English III.

EXCEL Program for Intellectually Gifted Students

The Coahoma County School District provides a program of enrichment for intellectually gifted students in grades two through eight. The purpose of the gifted program is to challenge these students to reach their full potential through purposeful activities designed to foster development of skills in higher level thinking, leadership, creativity, decision-making, research, problem-solving, communication, group dynamics, career exploration and self-directed learning.

The State of Mississippi defines “Gifted Children” as “children and youth who are found to have an exceptionally high degree of intellectual ability.” Once a student has been determined eligible, no reevaluation testing is required to remain in the program. An eligible determination is accepted by all school districts within the State of Mississippi. All test results are confidential. The Family Rights and Privacy Act gives parents the right to view their children’s records at any time and guarantees that only school personnel who work directly with a child have access to that child’s records.

Placement in the Gifted Program

Once a child is ruled eligible for placement in the gifted program, the parent has the right to agree to placement or withhold placement of the child. Written parental permission must be obtained before the child can be placed in the program. Students in the Coahoma county district remain in their regular classes for most of the school day, but go to the gifted classroom a minimum of five hours per week, as required by law. The exact schedule varies from school to school: some schools provide gifted instruction one hour each day; others offer two and a half hour sessions, twice weekly. Gifted instructors work with regular classroom teachers so that students do not miss vital classroom instruction.

Removal of Students from the Gifted Program

Although no reevaluation testing is required to retain eligibility, a reassessment committee must meet and reassess each student's participation in the gifted program at least annually. If the student is making satisfactory progress, he/she will be recommended for continued placement. Once a child has a gifted ruling, school personnel may not withhold gifted services from the child because of problems in the regular classroom. While a parent has the right to remove his/her child from the program at any time, school personnel should not suggest to parents that children should be removed for behavioral or academic reasons.

Occasionally the Gifted Program does not benefit a particular child. If a child is not benefiting from the program, the following steps will be taken:

1. The gifted teacher will meet with the child and parent to determine goals and develop a plan for achieving those goals by a mutually agreed upon target date.
2. If, on the target date, progress toward the established goals has not been satisfactory and the student is clearly not benefiting from the gifted program, the student may be removed from the program for the remainder of the year.
3. If the parent is not in agreement with the decision to remove the student from the gifted program, the parent may appeal to district administration for a final decision.

Parent Participation

Parents are always welcome to visit gifted classes; simply contact the school office to make arrangements. The gifted teachers want to hear from you if you have questions, problems, or suggestions. Your school office can assist you in reaching the teachers at any given time.

GRADES 2 – 8

NOTE: All students comprise the initial screening pool of potential recipients for gifted education services. Throughout the identification process, district personnel shall be careful to select measures that target the student's strengths.

Referral

A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. The person initiating the referral shall sign the referral form and date it. District personnel shall collect the data required to satisfy the district's referral criteria.

Potentially Disadvantaged Gifted

At this point district personnel shall make the decision as to the possibility that the student could possibly be eligible for consideration as disadvantaged gifted. If it is believed that the student might be disadvantaged, then the Potentially Disadvantaged Intellectually Gifted Checklist should be completed for possible use during the assessment process. The potentially disadvantaged gifted category makes provisions for certain factors that exist that may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

Equitable Opportunity

The identification process shall provide an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under IDEA guidelines, physically handicapped, ADD/ADHD, as well as students who exhibit classroom behavior such as extreme shyness, short attention spans, disruptiveness, continual questioning, and anxiety.

Assessment

Once the Local Survey Committee has determined that a student should move forward to the assessment phase, district personnel shall review all data available on the student before deciding which measures are most appropriate to be used during assessment. After reviewing the information available, district personnel shall collect measures from at least three of the categories of assessment measures.

Parental Permission for Testing

District personnel shall obtain written parental permission for testing.

Phase I Assessment Criteria

A student who has satisfied the minimal acceptable criteria on any three of the below measures shall move forward to the individual test of intelligence.

- A full scale score at or above the 90th percentile on a normed group measure of intelligence.
- A score at or above the superior range on normed characteristics of giftedness checklist.
- A score at or above the superior range on a normed measure of creativity.
- A score in the superior range on a normed measure of leadership.
- A score at or above the 90th percentile on a normed measure of cognitive abilities.
- A score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test.

Phase II Assessment Criteria

Once it has been determined that a student has satisfied minimal criteria on three measures from Phase I of assessment, the student shall move forward to the second phase of assessment, the individual test of intelligence. A student must score at or above 90th percentile composite/full scale or the 90th percentile on approved subtests in order to satisfy eligibility criteria.

Potentially Twice-Exceptional Students

Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy the minimal acceptable criteria on the individual test of intelligence shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 90th percentile on the nonverbal scale, or who in the opinion of the reviewing committee would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one year. At the end of that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.

Potentially Disadvantaged Gifted

Students, who have satisfied criteria on the Potentially Disadvantaged Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least the 85th percentile, may be administered one of the following additional measures to determine eligibility:

- A test of cognitive abilities with a minimal score at the 90th percentile,
- A group intelligence measure with a minimal score at the 90th percentile,
- Place existing scores from the assessment stage into a matrix that the local district has had approved by MDE.

Identification criteria, as approved by the SBE on the local district's Gifted Education Program Proposal must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

Eligibility Determination

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

Parental Notification

District personnel shall notify in writing the parents of each student tested for the intellectually gifted program about the assessment results. District personnel shall offer to explain any of the results that parents have questions about. District personnel shall also notify parents in writing about their rights under the Family Educational Rights and Privacy Act (FERPA).

GUIDANCE SERVICES

The goals of the Coahoma County School District are to help each student profit as much as possible from his/her program, to assist in plans for employment, or to further educational study after completing this school program. The counselor, principal, and designee are available to discuss with students and/or parents any problem or question arising relative to the educational program of the school. The counselors or principals will assist the student in the following ways:

1. Select a program of study
2. Participate fully in the school program
3. Identify abilities, interests, and special aptitudes by use of standardized tests and other sources of information
4. Improve social and academic adjustments
5. Maintain good attendance at school
6. Obtain information on college entrance requirements and scholarship awards

CHANGE OF SCHEDULE

Students must meet their class schedule generated from subject selections made in the spring. The deadline for any request for change in subjects is five days. Any change in schedules is at the discretion of the principal.

WITHDRAWALS AND TRANSFERS

If a student is to withdraw from school or transfer to another school, the student's parent or guardian must contact the principal and sign a record release form. All debts to the school must be cleared and textbooks returned before the student can be officially withdrawn. A clearance form will be used when these requirements are met. The principal of the school to which the student transfers will need to see this clearance form before enrolling the student. The student's cumulative record will be forwarded to the next school upon receipt of a request from the new school signed by the student's parent or guardian.

STUDENT RECORDS

All student records are protected by the Educational Rights and Privacy Act of 1974. All seniors will receive one complete transcript free of charge. Additional transcripts will cost \$2.00 each.

GRADUATION REQUIREMENTS

The Coahoma County School District requires that in order to receive a standard high school diploma, each student must earn a minimum of 24 Carnegie units to include specific units required by the State Board of Education and must achieve the minimum passing score on the state high school exit examination(s), ACT and or any other as required by the State Board of Education (See Graduation Options). No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course. Permission to enroll in a correspondence course must be granted by the high school principal. Parental permission is required for students to be enrolled in the Credit Recovery Program, and students must adhere to the district policy IHFB guidelines in order to achieve credits.

Beginning school year 2008 - 2009, all entering ninth graders (seniors of school year 2011 - 2012 and later) will be enrolled in a college preparatory curriculum and required to have a minimum of 24 Carnegie units. Coahoma County School District does not have an “Opt Out” policy. (See changes for ninth graders entering high school during the 2018-19 school term.)

Students may graduate by passing the course and meeting **one** of the following options:

- Pass the applicable end-of-course Subject Area Test
- Use the end-of-course Subject Area Test score with the overall course grade (Starting in the 2016-2017 school year SATP scores will constitute 25 percent of the final grade for students enrolled for the first time in the applicable course.)
- Obtain a score of **17** or higher in the specific subject area on the ACT
- Earn a C or higher in an entry level, credit bearing dual enrollment/dual credit/college credit course.
- Obtain an Armed Services Vocational Aptitude Battery (ASVAB) AFQT (Armed Forces Qualification Test) score of 36 **plus one** of the following:
 - Earn a CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
 - Earn an approved Industry Certification as specified in the Career Pathway’s Assessment Blueprint and outlined in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.
 - Obtain the *Silver Level* on the ACT Work Keys **plus one** of the following:
 - Earn A CPAS (Career Planning and Assessment System) score that meets the attainment level assigned by Federal Perkins requirements.
 - Earn an approved Industry Certification as specified in the Career Pathway’s Assessment Blueprint and in Appendix A-5 in the current edition of the Mississippi Public School Accountability Standards.

The Coahoma County School Board adopted a credit recovery program as part of the district's Dropout Prevention Plan in June, 2008. Guidelines for the program allow eligible students to recover credits in order to graduate according to policy IHFB.

NOTE: See changes in the appendices for ninth graders entering high school during the 2018-19 school term.)

GRADUATION REQUIREMENTS FOR SPECIAL EDUCATION

The curriculum in special education is designed to meet the individual requirements of those students who have unique needs that are not met in the regular classes. The classes cover the basic area of reading, mathematics, and language arts. Students are also taught in the area of science, social studies, physical education, art, home economics, and vocational training as their Individual Education Plan (IEP) determines.

Students who are not eligible for a diploma may elect to receive a Certificate of Completion when their IEP objectives have been met and they have reached the appropriate age, i.e. 17-21 years.

The Individual Education Plan (IEP) Committee shall select a program of study leading toward the regular High School Diploma, or the Graduation Certificate, and document this decision on the IEP developed during the student's eighth grade year, or the year prior to the student's sixteenth birthday, whichever occurs first. This decision must be reviewed annually.

COLLEGE ENTRANCE REQUIREMENTS-

Students who plan to attend a college or university must meet the required course of study for admission as specified in the Mississippi Public School Accountability Standards (2007), and included at the end of this handbook as Appendix C.

STANDARDIZED TESTING-

The District provides a comprehensive standardized testing program to assess the academic abilities and achievement of each student. The testing program includes both state mandated tests at specified grade levels and district administered tests as determined appropriate for grades Pre-K through twelve. Questions concerning testing can be answered by the school principal, guidance counselor, or district test coordinator.

ACCEPTABLE USE POLICY FOR TECHNOLOGY

The Coahoma County School District wishes to make available to all students and staff members access to computers, networked resources, and the Internet. Access to network resources and the Internet will enable staff and students to explore thousands of libraries, databases, and bulletin boards and to exchange messages with people throughout the world. The Coahoma County School District supports access by staff and students to electronic information resources, which include the Internet (e-mail, WWW, search engines, etc.), along with the development of appropriate skills to analyze and evaluate such resources. The district believes the benefits from

access to electronic resources and opportunities for collaboration are beneficial for student achievement. The Coahoma County School District also desires for these computers, networked resources, and the Internet to be used in ways appropriate for an educational institution. Staff and students are to be held responsible for appropriate behavior on school computers, network resources, and the Internet just as they are during any other school activity. General rules for behavior and communications apply.

Overview

This policy was developed for the purpose of providing additional regulations and procedures as may be required to guide and monitor students and employees in the appropriate use of computer resources, network resources, and the Internet. This policy has been approved by the Coahoma County School Board and is a legal and binding document. This policy is to be incorporated into each of the School's student & parent handbooks as well as the district's staff handbook. The Coahoma County School District is CIPA and COPPA compliant. Any school or library that receives discounted rates for "Internet access, Internet service or internal connections" under the E-Rate program, or receives funding through the Library Services & Technology Act or Title III of the Elementary and Secondary Education Act, in order to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, must comply with the **Children's Internet Protection Act (CIPA). The Children's Online Privacy Protection Act (COPPA), passed by Congress in October 1998, requires the Federal Trade Commission (FTC) to issue and enforce rules concerning children's online privacy. The COPPA rule's primary goal is to place parents in control over what information is collected from their children online.**

Personal Safety- Users will not disclose, use, disseminate, or divulge personal and/or private information about himself/herself, minors, or any others including personal identification, etc. The Coahoma County School district will not disclose personal information about students on websites - such as their full name, home or email address, telephone number, and social security number. Users will immediately report to the Coahoma County School District authorities any attempt by other Internet users to engage in inappropriate conversations or personal contact.

Illegal and/or Unacceptable Usage

1. Users shall not access, transmit or retransmit any materials in furtherance of any illegal act or conspiracy to commit any illegal act in violation of local, state, or federal law or regulations and/or school district policy.
2. Users shall not access, transmit, or retransmit: copyrighted materials (including plagiarism), threatening, harassing, or obscene material, pornographic material, or material protected by trade secret, and/or any other material that is inappropriate to minors.
3. User shall not access, transmit, or retransmit any material that promotes violence or the destruction of persons or property by devices including, bombs, incendiary devices, or other similar materials.
4. Users shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.
5. Users shall not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive.

6. Users shall not access, transmit, or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
7. Users shall not access, transmit, or retransmit information that harasses another person or causes distress to another person.

System Resource Limits

Users shall not pirate software. All software installed on district computers must be licensed. Other than district or state provided software, any additional software to be installed must have prior approval of the principal, technology coordinator, or superintendent.

Users shall not use the computer as an entertainment box or radio. PBS and educational recordings/speeches, etc. are ok, and encouraged - for classroom enhancement.

Users shall not use technology to download music. Programs like Kazaa, Audiogalaxy, GNutella, Napster, AIM, and Zebra shall not be installed. Be aware and considerate of copyright laws.

Users shall not use the technology to play online games, access chat rooms, dating services, or non-instructional bulletin board messaging sites.

Users shall not install programs like Instant Messenger or Weather Bug that have an always on, constant connection.

Users shall not treat the technology as a babysitting device or as a free for all. Just because its lunch or study hall or instruction has finished for the period is not a reason for individuals to play games or randomly surf the web.

Users shall not download large files unless it is absolutely necessary. If absolutely necessary to download large files, users shall download the file at a time when the system is not being heavily used.

Users shall not post chain letters or engage in "spamming" (that is, sending an annoying or unnecessary message to large numbers of people).

Users shall immediately notify his/her teacher or other school administrator should use access inappropriate information. This will assist in protecting users against a claim of intentional violation of this policy.

User Rights

Users shall have the responsibility to use computer resources for academic purposes only. Therefore, as mandated by CIPA, filtering will be utilized on all computers accessing the Internet. The only exception will be for academic research by a staff member with the approval of school administration.

The Coahoma County School District will fully cooperate with local, state, or federal officials in any investigation related to illegal activities conducted through the user's Internet account.

Under no conditions should a user provide his/her password to another person or use another person's password.

Users shall not expect files stored on a school-based computer to remain private. Authorized staff will periodically inspect folders and logs of network usage will be kept at all times. Routine review and maintenance of the system may indicate that a user has violated this policy, school codes, municipal law, state law, or federal law. Parents of minor users shall have the right to inspect the contents of user's files.

Individual schools within the district may create additional guidelines and procedures consistent with this policy. Such guidelines and procedures will be appropriate for the electronic information resources being used and the students served at the school.

Use of the internet is a privilege, not a right. Unacceptable and/or illegal use may result in denial, revocation, suspension, and/or cancellation of the user's privileges, as well as disciplinary action imposed by school officials.

The school district may include a process for the student to appeal the decision to deny, suspend, revoke, or cancel Internet privileges.

Education

- The Coahoma County School District will educate minors (students) about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms.
- The Coahoma County School District will educate students and staff on cyberbullying awareness and response.

Consequences of Failure to Follow Terms and Conditions of AUP

There will be consequences for any user who fails to follow the Coahoma County School District's school guidelines and policies. The consequences may include paying for damages, denial of access to technology, detention, suspension, expulsion, or other remedies applicable under the school disciplinary policy, and state or federal law. At the discretion of the Coahoma County School District, law enforcement authorities may be involved and any violations of state and/or federal law may result in criminal or civil prosecution. All students, staff, and guest who make use of computers and the internet will be required to return a permission form signed by the student and parent agreeing to the rules and regulations set forth by district policy for acceptable use of technology and the internet. Students who do not return forms will not be allowed to participate in computer activities.

Information and Communication Technology Programs

Information and Communication Technology (ICT) is an innovative instructional program that prepares students to effectively use technology in learning, communication, and life. Students in Information and Communication Technology I complete study in interpersonal and self-directional skills; basic technology operation and technology concepts; social, ethical, and human issues in technology; technology communication tools; technology resource tools; multimedia presentation applications; word processing applications; spreadsheet applications; and design applications.

Students in Information and Communication Technology II complete study in interpersonal and self-directional skills; input applications; technology lab management and networking; publishing applications; graphic design applications; web design applications; database applications; and technology problem-solving and decision making tools.

The ICT curriculum framework is built upon 21st Century Skills standards and the National Educational Technology Standards for Students.

Science, Technology, Engineering, and Mathematics (STEM) Applications is an innovative instructional program that prepares students to engage in future academic and vocational courses of study in high school, community college, and institutions of higher learning. Students in STEM Applications complete study in technology literacy, the design process, emerging technologies, computer-aided design, sustainable design and technology, power and energy, robotics simulation, financial and economic literacy, and workplace skills for the 21st century. The STEM Applications curriculum framework is built upon 21st Century Skills Standards, ACT College Readiness Standards, and the National Educational Technology Standards for Students.

CODE OF CONDUCT FOR COAHOMA COUNTY SCHOOLS

The primary responsibility for the conduct and personal appearance of a student rests with the student and the parents. Students and parents must recognize that discipline and order must be maintained in the school. Proper conduct and a clear mind are necessary for education to occur. Students, parents, teachers, and the administrative staff should observe the following in carrying out school regulations:

Administrators and teachers shall hold students strictly accountable for disorderly conduct at any school, on the way to and from school, on the playgrounds during recess, at school meetings, programs, functions and activities, and on school buses. The Superintendent or principal of any school may suspend any pupil from school for good cause following the rules and regulations of the Board of Trustees.

DISCIPLINE OVERVIEW

The Coahoma County School District Code of Conduct and Positive Behavioral Interventions and Supports (PBIS) demonstrate a strong commitment to providing a safe and orderly climate for learning in each school. PBIS is a decision-making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students. Negative reinforcement when necessary will follow district and school guidelines. The process is intended to be instructional and corrective but not punitive.

According to state law, a parent or legal guardian of a compulsory-school-age child enrolled in a public school shall be financially responsible for his or her minor child's destructive acts against school property or persons.

A parent or guardian of a compulsory-school-age child who is enrolled in a public school district may be requested to appear at school by an appropriate school official for a conference regarding the child's behavior.

STUDENT RIGHTS

1. Right to a Public Education

Students have a right to a public education and the equal opportunities associated with this right, which includes access to participation in school programs and activities. Students have the right to equal educational opportunities regardless of race, creed, sex, disability, religion, or mental status.

2. Right to Freedom of Expression

Students have the right to express their opinions verbally or written as long as those opinions do not disrupt the learning process and/or interfere with the rights of others.

3. Right to Be Free From Unreasonable Search and Seizure

Students have the right to be secure in their persons, papers, and effects against unreasonable searches and seizures, but anything on school property is subject to search if there is a reasonable suspicion.

4. Right to Privacy

Students' academic and personal records are confidential but can be inspected by eligible students, parents, guardians, school officials, and the Department of Human Services.

STUDENT RESPONSIBILITIES

Students have the following responsibilities:

1. Attend all classes daily and be punctual in attendance
2. Be prepared for class and have appropriate working materials
3. Be respectful of all individuals and property
4. Refrain from profane or inflammatory statements
5. Conduct himself/herself in a safe and responsible manner
6. Be responsible for his/her work and behavior
7. Know and abide by the rules and regulations of the school and each classroom teacher
8. Make up class work
9. Behave in a manner that permits uninterrupted learning to take place
10. Neither take nor damage property of other students, school personnel, or the school in general
11. Return books, equipment, and other school material in the best condition possible
12. Present a written excuse from parent or guardian for absence or tardiness
13. Present all written notices to parent or guardian

STUDENT DRESS CODE

Research indicates that having students dress uniformly enhances school safety, improves the learning environment, reduces tension between students, promotes good behavior, improves children self-respect and self-esteem and results most times in a cost savings for families.

Based on the benefits associated with wearing school uniforms, the Coahoma County Board of Education made school uniforms mandatory for students in grades Kindergarten-12th for the 2006-2007 School Year. Proper attire is to be worn by all students to foster the best environment for learning. To ensure that students observe basic rules of personal hygiene and dress in a manner that would not disrupt the educational process, the following dress code shall apply:

1. Moderate hair styles are permitted. Students are prohibited from wearing hair curlers or other hair grooming aids or implements.
2. Students shall not wear suggestive or revealing attire that would divert attention from the learning process or lead to a student being insulted, assaulted, or approached indecently. Short mini-skirts, mini-dresses and shorts are a few examples.
3. Caps, hats, hoods, etc. shall not be worn while on the campus, in the building, or on the school bus.
4. Tank shirts and undershirts as outer garments are not acceptable. Shirts or blouses tied at the midriff, clothing not properly fastened, or any item of clothing with a bare midriff are not to be worn. All shirts on male and female students must be long enough to tuck in if necessary. All belt buckles should be fastened. All pants on male and female students must be fastened so that the pants are at the waist and no lower.
5. Students are not to wear **sunglasses** in the school building or on campus unless a doctor's permit for the sunglasses is on file.
6. Clothing, jewelry, buttons, patches or any other items with words, phrases, symbols, pictures, or signs which use indecent, profane, suggestive, inflammatory words, to promote drugs, alcohol, or tobacco, or clothing indicative of a non-school-sponsored activity are not to be worn.
7. Signs cut in hair, and rolled up pants legs are not permitted.
8. Extreme body piercing, including facial and tongue piercing, is not allowed.
9. Males are not permitted to wear earrings.
10. Pajamas shall not be worn while on campus, in the building, or on the school bus.

UNIFORMS

ELEMENTARY- (Monday - Friday)

Tops: Short or long sleeved solid colored shirts or blouses with collars
Bottoms: Slacks/pants, walking shorts, skirts or jumpers. All schools wear khaki or navy pants. **(Jeans are not allowed)**

The following colors were adopted by each school:

Friars Point Elementary

Top: Purple or Gold

Lyon Elementary

Top: Navy or White

Jonestown Elementary

Top: Navy or Gold

Sherard Elementary

Top: Green or Gold

JUNIOR/SENIOR HIGH

The Policy consists of the following types of clothing
(Monday - Friday):

Tops: Short or long-sleeved colored shirts or blouses with collars.
Junior/Senior High School-Red or White

Bottoms: Slacks/pants for boys, slacks/pants, knee length walking shorts, knee length skirts, skorts, and Capri pants (for girls) **(Khaki or Navy)**

Coats: **Must be solid red, black, or white or school sponsored jackets.**

Elementary and Junior/Senior High School:

- Belts are required for all students (brown, black, or school colors only) and must be fitted at the waist. **Sagging pants are absolutely prohibited.**
- Shoes should be gym shoes, dress shoes, or rubber soled boots.
- Hoods on coats shall not be worn in the building.
- Undershirts must be white.

Students shall not wear any other attire not covered in the previous rules that the principal or designee deems inappropriate and disruptive to the learning environment.

CONSEQUENCES FOR NON-COMPLIANCE WITH THE UNIFORM POLICY

First Offense: If the student is unable to comply with the uniform policy when directed by a staff member, the parent will be notified by phone to bring a change of clothes, and the student will be placed in In-School Suspension (ISS) until the parent comes in.

Second Offense: Parent conference, and/or detention or ISS, if parent does not report.

Third Offense: Student may be placed in ISS for a term for failure to comply.

DISCIPLINE POLICY

The Superintendent or principals (or the designees) are authorized to institute appropriate disciplinary action including immediate suspension, if warranted, of any student for misconduct including, but not limited to, the following:

OFFENSES

1. Fighting (Students who instigate or encourage a fight)
2. Disorderly conduct
3. Harassment, intimidation, bullying or threats including cyber messages
4. Disruption of school operations, functions, programs, or activities
5. Disobedience
6. Disrespect
7. Insubordination
8. Insulting language
9. Insulting behavior
10. Obscene language
11. Vandalism
12. Malicious mischief
13. Theft
14. Damage to private or school property
15. Unauthorized use of school property
16. Unauthorized entry on or departure from school premises
17. Loitering
18. Possession or use of tobacco
19. Indecent exposure
20. Leaving school, class, school program, or meeting without permission
21. Tardy to school or class
22. Public display of affection
23. Any offense otherwise punishable by law
24. Possession of pornographic materials, contraceptives, or stolen property
25. Possession of noise-making devices

26. Possession of electronic devices: radios, televisions, tape players, compact disc players, video games, pagers, tapes, etc.
27. Possession of other materials or possessions punishable by law
28. Possession of cell phones
29. Gang activity (handshakes, signs, graffiti, etc.)

Consequences for violations of the above listed offenses shall be determined by the principal, including conferences with students, parents, corporal punishment, in-school suspension, out of school suspension, and alternative school placement. Possession of electronic devices, including cell phones, beepers, radios, cd players, video games, cartridges, and tapes, will result in the confiscation of the item by the principal for five (5) school days for the first offense, ten (10) school days for the second offense, and until the last day of school for the third offense. The item will only be returned to a parent.

Students may be suspended or expelled for acts of vandalism, and parents, legal guardians, or custodians of a school age child shall be financially responsible for his or her minor child's destructive actions according to CCSD Board policies ECBA and JDA.

STUDENT BULLYING

CCSD Policy JDDA, Revised May 2014

The Coahoma County 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 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.

The Coahoma County 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 report to the principal menacing or threatening behavior through bullying or harassing. Furthermore, the Coahoma County 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)

Bullying policy Procedures

Students and employees in the Coahoma County 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.

I. 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.

II. 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.

FIGHTING

The penalty for being involved in a fight, defined as an exchange of physical blows, (**hitting, slapping, pushing or shoving**) may be subject to 1 to 5 days of out-of-school suspension, alternative school placement or recommendation for expulsion. Students who do not fight back will 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.

PROCEDURES FOR STUDENT DISCIPLINE

1. A disciplinary record shall be kept on each student who has been referred for disciplinary action.
2. Only principals or designees may administer corporal punishment.

- a. A witness will be required to observe the administration of corporal punishment.
 - b. A disciplinary referral form shall be completed whenever corporal punishment is administered and shall be signed by the corporal punishment administrator and the witness.
- 3. All corporal punishment shall be administered in a professional manner.
 - 3. A record shall be kept of conferences held with parents concerning the conduct of their children.
 - 4. Penalties for student misconduct as described within this policy will be determined by the school administrator designated to handle discipline.

BEHAVIOR REQUIRING LAW ENFORCEMENT INVOLVEMENT

- 1. Unauthorized possession, use or distribution of drugs or alcohol
- 2. Arriving on campus or at a school related function under the influence of drugs or alcohol
- 3. Intentional burning or attempting to burn school property, or the property of a school employee, or that of another student
- 4. Assault or threatened assault upon school employee(s)
- 5. Possession of firearms or any other weapon, look-alike weapon, mace, or bullets
- 6. Bomb threats
- 7. Other student misconduct which seriously interferes with the education process or endangers students or district employees

First Offense

School officials will immediately seek help from law enforcement officials and the youth court (proper reports will be filed as required by law) and the student shall be suspended for 10 days with a recommendation for expulsion.

CORPORAL PUNISHMENT

The District policy allows the use of corporal punishment (paddling) when deemed appropriate by the principal, assistant principal, or a teacher. Corporal punishment may only be administered by the principal with a witness of at least one other school employee. Should a parent refuse the use of corporal punishment for his/her child, the school principal should be notified in writing and other consequences for misbehavior shall be imposed.

DETENTION (JUNIOR HIGH AND HIGH SCHOOL)

After school detention is another form of disciplinary action that may be imposed at the building level. Students may be assigned after school detention for minor rules infraction. Students will be given 24 hour notice prior to their detention assignment and, it will be the parent's responsibility to provide transportation for their child. Failure to report to detention, as assigned, will result in the following consequences:

Additional days of detention, corporal punishment, in school suspension, out of school suspension, or alternative school

IN-SCHOOL SUSPENSION

In-School suspension will be used as an alternative to sending students home for violating school rules and regulations. An ISS room will be designated and a full-time staff member assigned to supervise the setting. **Students assigned to in-school suspension will be isolated from all other students and will not be allowed to participate in any school-sponsored activities or events for the duration of the suspension period.**

SUSPENSION

When unacceptable behavior cannot be corrected by the teacher or school administrator, the principal has the authority to suspend any student for violation of any published rule or regulation or for any other act of misconduct or insubordination as a final effort to influence the student's future behavior. Suspension is the denial of the privilege of attending school in the district 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. A suspended student may return to school following the expiration of the suspension period without application for readmission, but may be required to be accompanied, on return to school, by a parent, legal guardian or custodian. Suspensions are reported to MSIS as unexcused.

Suspension includes the denial of the privilege of participating in or attending any school-related activity for the period of the suspension. Further, suspended students shall not trespass upon any other school campus or enter into any other school building except for a pre-arranged conference with a principal. The superintendent, principal or his designee may immediately suspend a student for misconduct for no longer than five (5) consecutive days, subject to an informal hearing described in the Due Process Policy of the Coahoma County School Board.

The officials noted above may recommend suspensions for six (6) days or more or expulsion for more serious disciplinary offenses. In such cases, the student may be suspended immediately for no longer than ten (10) consecutive school days and recommended for assignment to the alternative school, a long-term suspension or expulsion, subject to an informal hearing and pending the conclusion of formal due process proceedings.

In all cases of suspension, the parent, legal guardian, or custodian shall be notified in writing within 24 hours of such suspension giving the reason. This notice is generally sent home with the student, but may be mailed if necessary to ensure parent receipt. If a student is sent home during the school day, the parent or guardian shall be notified before the student is dismissed and required to make arrangement to pick the student up from school. No student will be sent home during school hours unless a parent, guardian or custodian has first been notified. Suspensions will be handled in accordance with Board Policy JCAA which outlines Due Process procedures.

Suspension of Special Education Students: Students enrolled in special education are responsible for adhering to the same rules of conduct as regular students. The special education program developer or his/her designee should be contacted immediately when a special education student commits a violation that may result in suspension or expulsion. The most

current State and Federal rules and regulations governing IEP revision, provision of services and handling of suspension of special education students will be followed by the District in all cases.

ALTERNATIVE SCHOOL PLACEMENT

Compulsory-school aged students who have a documented history of repeated disciplinary problems or cause a severe disruption at school shall be considered for placement in the North Delta Alternative School located at Sumner, MS and operated by a consortium of six Delta School Districts. Policies and procedures governing alternative school placement and rules and regulations for attendance are on file with the principal and Office of the Superintendent. The process includes committee review of the recommendation and approval of the Superintendent. Students given the opportunity for alternative placement will remain there for a nine-week grading period and must be recommended for return to the regular school campus. Discipline problems, absences, etc. may result in a longer assignment in alternative placement or may result in further disciplinary action such as expulsion from the home district. Students attending the alternative school are denied the privilege of participating in or attending any school related activity for the duration of the alternative school enrollment. Students who return from the alternative school will be placed on probation for 30 days (must not commit any major infractions).

EXPULSION

An “Expulsion” is the denial of school attendance for a specified minimum period of time or for an unspecified period of time, but in no event less than one calendar year. After which time, a student may be readmitted only upon application and with approval by the Board in accordance with Policy JDE.

“Limited Expulsion” is the denial of school attendance for the remainder of the school year. A principal may recommend a limited expulsion when a student who has been suspended 3 times during the same school commits a fourth offense or in circumstances otherwise proper for such action. The student may be readmitted the following school year only upon application and with approval by the Board in accordance with Policy JDE. When a principal determines that a student has violated one or more of the specific standards of conduct described in the discipline plan as offenses warranting expulsion, he/she may recommend expulsion of the student to the superintendent. If the superintendent agrees that expulsion is necessary, this recommendation is presented to the Board. The Coahoma County Board of Education has sole authority to expel a student from the district upon the recommendation of the Superintendent. All expulsions will be handled in accordance with Board Policy JCAA which outlines Due Process.

DUE PROCESS

A student who has been suspended or expelled or otherwise denied admission to attend school has the right to 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. Specific procedures which provide notice and opportunity to be heard in such matter are outlined in Board Policy JCAA.

BUS REGULATIONS

Transportation for students who qualify under the law is a service provided by the local board of education and must be regarded as a privilege by students. Students who ride school buses are expected to conduct themselves as good citizens at all times. Students who become behavior problems shall be denied the privilege of riding school buses in this district. **Students are expected to cooperate with the following rules:**

1. Students must be at their assigned stop at loading time.
2. Students must not touch the outside of the bus or hang out the window.
3. Students must sit down immediately when they get on the bus and remained seated until it is time for them to get off.
4. Students must refrain from talking loudly or making other noises not permitted on the bus which may be distracting to the bus driver.
5. Students must refrain from bullying or bothering other students while waiting for or riding the bus.
6. Students must refrain from the use of vulgar language or smoking on the bus.
7. Students must board the bus and leave the bus and the bus stop according to the instructions of the drivers.
8. Students must obey all orders of the drivers and show proper courtesy and respect to the drivers.
9. Students must not damage the interior of the bus including the seats.
(Students shall be held financially responsible for any damages)
10. Students must remain on the bus on their way to or from school.
11. Students must not throw objects while on the school bus or throw objects out of the bus windows.
12. Students must sit in seats assigned by the driver.
13. Students must help keep the bus neat and clean.
14. Students must refrain from consuming beverages or food on the bus.
15. Students must not chew or possess or use tobacco or gum on the bus.
16. Students must wait until the bus comes to a complete stop before entering.
17. Students must identify themselves properly when requested to do so by school bus personnel.
18. Students who are suspended from school must not board the bus until the date set for their return to school.

19. Students must ride to and from school on the assigned bus. Any exceptions require written request from parent and approval by principal.

Reminder: A student's failure to conform to acceptable standards of courtesy and behavior will result in his/her being subject to disciplinary action, including the suspension of bus privileges.

NOTICE OF EQUAL OPPORTUNITY/NON DISCRIMINATION

Every student of the Coahoma County School District will have equal educational opportunities regardless of race, color, creed, sex, handicapping condition, religion or marital status. No student shall be excluded on such basis from participating in or having access to any course offerings, athletics, counseling, employment assistance, and extra-curricular activities.

All school board policies follow federal and state laws related to nondiscriminatory practices in the operation of the school district, including but not limited to the following:

1. *MS Code 37-25-35*
2. *1972 Educational Amendment*
3. *Title IX; 45 CFR Part 86; 1964 Civil Rights Act*
4. *Title VI; 1973 Rehabilitation Act, Sections 503 and 504; 45 CFR Part*
5. *Brown v. Board of Education, 347 U.S. 483 (1954).*

The Board of Education has adopted policy JB-P which outlines the process for filing, processing, and resolving complaints on such matters; and failure to follow these procedures will constitute a waiver of the right to pursue a complaint at any level.

Titles IX Contact

Dr. Christopher Hill, Assistant Superintendent
Coahoma County School District
P.O. Box 820
Clarksdale, MS 38614
662-624-5448 (Phone)
662-624-5512 (Fax)

ASBESTOS NOTIFICATION

U.S. Environment Protection Agency (EPA)
Asbestos Hazard Emergency Response Act (AHERA)

In compliance with the Asbestos Hazard Emergency Response Act the U.S. Environmental Protection Agency requires the Coahoma County School District to perform inspections of each school building for asbestos-containing materials in the fall of 1988. The inspection findings and asbestos management plans are on file in the Office of the Superintendent.

The U.S. Environment Protection Agency requires the district to perform re-inspection of the asbestos material every three years. A certified asbestos inspector will perform the re-inspection and a certified management planner will review the results of the re-inspection. The management planner will recommend action we should take to safely manage each asbestos material in our buildings. The results of re-inspection are on file in the Office of the Superintendent.

The designated contact person for these matters is:

Mr. Ricky Smith
Coahoma County School District
P.O. Box 820
Clarksdale, MS 38614
601-624-5448

NOTICE

The policies and procedures outlined in this handbook are only a part of the Coahoma County School District's Board Policies or Administrative Procedures and Regulations. This handbook was developed and written as a reference for students and parents and will be used as a guide in making administrative decisions. Board Policies and Administrative Procedures are reviewed and revised during the year when necessary. Therefore, in the event that the content of this handbook conflicts with current Board Policy, the most current Policy adopted by the Board of Education prevails. The Administration will make every effort to keep students, teachers, and parents informed of any changes in policies or procedures.

Any changes required by state law, accreditation guidelines, and/or federal law can nullify related content in this handbook.

APPENDICES

APPENDIX A-1 (No longer applicable)

APPENDIX A-2

GRADUATION REQUIREMENTS

STANDARD 14

SENIORS OF SCHOOL YEAR 2011-2012

(Ending with incoming ninth graders of 2017-2018)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi Curriculum Frameworks*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See SB Policies 2902 and 2903) Enrollment in online and correspondence courses listed in this book must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course.

Any student who completes the minimum graduation requirements as specified below and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

Beginning school year 2008-2009 and ending with school year 2017-2018, all entering ninth graders will be required to have a minimum of 24 Carnegie units as specified below, unless their parent/guardian requests to opt the student out of Appendix A-2 requirements in accordance with local school board policy. All students must meet one of the graduation options as specified in the appendices. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7. NOTE: This option will no longer be available for entering ninth graders after the 2017-2018 school year. New graduation requirements will go into effect for entering ninth graders for 2018-2019.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II
MATHEMATICS	4 ²	Algebra I or Integrated Math I
SCIENCE	4 ³	Biology I
SOCIAL STUDIES	4	1 World History ⁴ 1 U.S. History ⁴ ½ Geography ⁴ ½ U.S. Government ½ Economics ⁵ ½ Mississippi Studies ⁴
HEALTH and PHYSICAL EDUCATION	1 ^{7&8}	½ Contemporary Health and ½ Physical Education ^{9&11}
BUSINESS and TECHNOLOGY	1 ¹⁰	1 Information and Communication Technology (ICT) II or 1 Science, Technology, Engineering and Mathematics (STEM) or 1 Technology Foundations or ½ Keyboarding and ½ Computer Applications ¹⁰
THE ARTS	1	Any approved 500.000 course
ELECTIVES	5 ¹²	
TOTAL UNITS REQUIRED	24	

**REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL
STANDARD 26
Effective Beginning School Year 2014-2015**

CURRICULUM AREA	COURSES	UNIT S	TOTAL UNITS
ENGLISH	English I English II English III English IV	1 1 1 1	4
MATHEMATICS	Algebra I or Integrated Math I Geometry or Integrated Math II Algebra II or Integrated Math III Elective Mathematics Courses	1 1 1 2	5
SCIENCE	Biology I Chemistry Physics ¹ Elective Science Courses ²	1 1 1 3 ²	6
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics Intro to Geography	1 ½ ½ 1 ½ ½	4

BUSINESS & TECHNOLOGY	Technology Foundations; Information and Communication Technology (ICT) II; Science, Technology, Engineering and Mathematics (STEM); or ½ Keyboarding and ½ Computer Applications Personal Finance³	1 ½³	1½
HEALTH/PHYSICAL EDUCATION	Contemporary Health Physical Education	½ ½	1
THE ARTS	Any approved 500.00 course	1	1
FAMILY & CONSUMER SCIENCE	Family Dynamics	½	½
CAREER & TECHNICAL	Any combination of courses⁴	4⁴	4
ADVANCED PLACEMENT^{5,6}	At least one (1) advanced placement course in each of the four (4) core areas. AP course in Mathematics AP course in Science AP course in Language Arts AP course in Social Studies	1^{5,6} 1^{5,6} 1^{5,6} 1^{5,6}	4
ELECTIVES	Foreign Language (IHL) <i>or</i> Advanced World Geography (IHL) Any other Elective	1 ½	1½
TOTAL UNITS REQUIRED			32½

APPENDIX B (Continued)

REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL STANDARD 26

Effective Beginning School Year 2014-2015

¹Includes Physics, AP Physics B, AP Physics C—Electricity and Magnetism, and AP Physics C—Mechanics.

²Two (2) of the three (3) elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, Science of Agricultural Environment, Healthcare & Clinical Services I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Agriculture and Natural Resources I & II, and Robotics/Engineering I & II.

³One-half ($\frac{1}{2}$) unit in Financial Technology, one-half ($\frac{1}{2}$) unit in Resource Management, or one-half ($\frac{1}{2}$) unit in National Endowment for Personal Finance may be offered in lieu of one-half ($\frac{1}{2}$) unit in Personal Finance.

⁴Includes Agriculture; Business Technology; Cooperative and Marketing Education; Family and Consumer Sciences; Health Education; Home Economics, Lodging and Hospitality; Technology Education; and Trade and Industrial.

⁵A school offering the International Baccalaureate program is exempted.

⁶Distance learning or approved MS Virtual Public School courses may be used as an appropriate alternative for the delivery of these required Advanced Placement (AP) courses.

APPENDIX C-1

**REQUIREMENTS FOR ADMISSION TO
INSTITUTIONS OF HIGHER LEARNING (IHL) PUBLIC UNIVERSITIES IN
MISSISSIPPI**

CURRICULUM AREA	COURSES	UNITS
ENGLISH		4¹
MATHEMATICS	Algebra I^{3&8} Geometry Algebra II	3
SCIENCE	SELECT THREE (3) UNITS FROM THE FOLLOWING LIST: Physical Science⁴ Biology Advanced Biology Chemistry Advanced Chemistry Physics Advanced Physics Or any other science course with comparable content and rigor as approved by MDE	3 (2 lab-based)
SOCIAL STUDIES	U.S. History World History U.S. Government (½) Economics (½) <i>or</i> Geography (½)	3
COMPUTER EDUCATION	Technology Foundations; Information and Communication Technology (ICT) II; Science, Technology, Engineering and Mathematics (STEM) Computer Applications⁵	½
ADVANCED ELECTIVES	SELECT TWO (2) UNITS⁶ FROM THE FOLLOWING LIST: Foreign Language³ World Geography 4th year lab-based Science 4th year Mathematics	2
TOTAL UNITS REQUIRED		15½⁷

¹Courses must require substantial communication skills. Compensatory English, Compensatory Reading, and Compensatory Writing may not be included.

²A fourth class in higher-level mathematics is highly recommended.

³Pre-high school units: Algebra I or first-year Foreign Language taken prior to high school will be accepted for admission, provided course content is the same as the high school course.

⁴One (1) Carnegie unit from a Physical Science course with content at a level that may serve as an introduction to Physics and Chemistry may be used.

⁵This course should include use of application packages such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation.

⁶One (1) of the two (2) units must be in Foreign Language or World Geography.

⁷Limited exceptions to high school unit requirements may be available. For more information contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.

⁸A secondary math equivalency chart is provided below.

Equivalency Curriculum Chart for Secondary Mathematics

Traditional Model	Integrated Model	Cambridge	Quality Core ACT
Algebra I	Integrated Mathematics I	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence	ACT Quality Core Algebra I
Geometry	Integrated Math II	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence	ACT Quality Core Geometry
Algebra II	Integrated Math III	Cambridge IGCSE Mathematics II or Cambridge Mathematics II Extended Sequence	ACT Quality Core Algebra II

APPENDIX C-2

**COLLEGE PREPATORY RECOMMENDED CURRICULUM FOR ADMISSION
TO INSTITUTIONS OF HIGHER LEARNING (IHL)
PUBLIC UNIVERSITIES IN MISSISSIPPI**

CURRICULUM AREA	COURSES	UNITS
ENGLISH		4¹
MATHEMATICS	Algebra I^{2&5}, Geometry, Algebra II, and any one (1) Carnegie unit of comparable rigor and content (e.g., Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Probability and Statistics, or AP Statistics)	4
SCIENCE	Biology I, Chemistry I, and any two (2) Carnegie units of comparable content and rigor as approved by MDE (e.g., Physics, Physical Science, Biology II, Chemistry II, AP Chemistry, Physics II, Physics B, AP Physics C – Electricity and Magnetism, AP Physics C – Mechanics, Botany, Microbiology, or Human Anatomy and Physiology)	4
ARTS	Any visual and/or performing arts course(s), meeting the requirements for high school graduation.	1
ADVANCED ELECTIVES	Foreign Language I² and II, Advanced World Geography and a Foreign Language I or any combination of English, mathematics, or lab-based science courses of comparable rigor and content to those required above.	2
COMPUTER APPLICATIONS	Technology Foundations or Information and Communication Technology (ICT) II; Science, Technology, Engineering and Mathematics (STEM) Computer Applications³	½
ADVANCED ELECTIVES	SELECT TWO (2) UNITS⁶ FROM THE FOLLOWING LIST: Foreign Language³ World Geography 4th year lab-based Science 4th year Mathematics	2
TOTAL UNITS REQUIRED		19½⁴

¹Courses must require substantial communication skills. Compensatory English, Compensatory Reading, and Compensatory Writing may not be included.

²Pre-high school units: Algebra I, first-year Foreign Language, or Mississippi Studies taken prior to high school will be accepted for admission provided the course content is the same as the high school course.

³Course should emphasize the computer as a productivity tool. Instruction should include the use of application packages, such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation.

⁴Limited exceptions to high school unit requirements may be available. For more information, contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.

⁵A secondary math equivalency chart is provided below.

Equivalency Curriculum Chart for Secondary Mathematics

Traditional Model	Integrated Model	Cambridge	Quality Core ACT
Algebra I	Integrated Mathematics I	Cambridge IGCSE Mathematics I or Cambridge 9 th Core Mathematics Extended Sequence	ACT Quality Core Algebra I
Geometry	Integrated Math II	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence	ACT Quality Core Geometry
Algebra II	Integrated Math III	Cambridge IGCSE Mathematics II or Cambridge Mathematics II Extended Sequence	ACT Quality Core Algebra II

**Graduation Options Quick Reference Chart for the
Subject Area Testing Program
Requirements**

Assessment Options	Algebra I	Biology I	English II	U.S. History
ACT	17 (ACT Math Sub Score)	17 (ACT Science Sub Score)	17 (ACT English Sub Score)	17 (ACT Reading Sub Score)
Dual Credit/ Dual Enrollment/ College Credit	C or higher in MAT credit-bearing course	C or higher in BIO credit-bearing course	C or higher in ENG credit-bearing course	C or higher in HIS credit-bearing course

Notes:

-ACT sub-scores resulting from State-Allowed Accommodations **can** be used for graduation options, but the scores are non-college reportable.

-ACT sub-scores resulting from Residual ACT Testing **cannot** be used for graduation options.

The Graduation Options listed below are applicable to any Subject Area Testing Program assessment.

ASVAB + MS-CPAS or Industry Certification	<p>Must have an ASVAB AFQT score of 36 plus one of the following:</p> <ol style="list-style-type: none"> 1. CPAS score that meets the attainment level assigned by Federal Perkins requirements (Year 1 and 2 combined for an average of 60 or above) OR 2. Industry certification attainment based upon industry standards (only MDE approved certifications may be used)
ACT WorkKeys + MS-CPAS2 or Industry Certification	<p>Must have a WorkKeys Silver Level plus one of the following:</p> <ol style="list-style-type: none"> 1. CPAS score that meets the attainment level assigned by Federal Perkins requirements (Year 1 and 2 combined for an average of 60 or above) OR 2. Industry certification attainment based upon industry standards (only MDE approved certifications may be used)

Reference: State Board Policy 3804

Effective: February 21, 2014

Updated: September 30, 2014

ACCREDITATION CHANGES FOR GRADUATION EFFECTIVE 2018-19 FOR INCOMING FRESHMEN

NOTE: The information on the following pages contains changes in graduation requirements that will be in effect beginning with the 2018-19 school term. Some changes may override requirements issued previous to this date.

**GRADUATION REQUIREMENTS
STANDARD 14
TRADITIONAL DIPLOMA**

(Entering ninth graders in 2018-2019 and thereafter)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.) Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*. Enrollment in online courses listed in this book must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 24 Carnegie units as specified below. Student may earn one of the following endorsements to be added to the traditional diploma: Career and Technical Endorsement, Academic Endorsement, and/or Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II
MATHEMATICS	4 ²	Algebra I
SCIENCE	3 ³	Biology I
SOCIAL STUDIES	3.5	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	.5 ⁷	½ Physical Education
HEALTH	.5 ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- and CAREER-READINESS	1 ¹¹	
ELECTIVES	5.5	
TOTAL UNITS REQUIRED	24^{12&13}	

APPENDIX A-6 (Continued)

GRADUATION REQUIREMENTS STANDARD 14 TRADITIONAL DIPLOMA (Entering ninth graders in 2018-2019 and thereafter)

¹Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

²Carnegie units earned for Compensatory Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

³For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

⁴Based on the *2011 Mississippi Social Studies Framework*, A.P. World History can be accepted in lieu of the required World History from the Age of Enlightenment to Present course. A.P. United States History can be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A.P. Government and Politics: United States can be accepted in lieu of the required United States Government course. IB-DP History of the Americas I is accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government is accepted in lieu of the required Government course for students enrolled in the IB program.

APPENDIX A-6 (Continued)

GRADUATION REQUIREMENTS STANDARD 14 TRADITIONAL DIPLOMA (Entering ninth graders in 2018-2019 and thereafter)

⁵Carnegie credit earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics. A.P. Macroeconomics or A.P. Microeconomics can be taken in lieu of the required Economics course.

⁶The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

⁷The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

⁸Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

⁹The following courses meet the Carnegie unit requirement for Technology or Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Information & Communication Technology, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science and Project Lead the Way Introduction to Engineering, Exploring Computer Science, and AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, Computer Science and Engineering.

¹⁰Digital Media may be accepted in lieu of the art requirement for students.

¹¹ The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four-year sequence and the student completes all four years.

¹²Additional requirements above the 24 Carnegie Units and the assessment requirements include:

- Students must identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission this includes dropping the endorsement to earn only the Traditional diploma

APPENDIX A-6 (Continued)

**GRADUATION REQUIREMENTS
STANDARD 14
TRADITIONAL DIPLOMA
(Entering ninth graders in 2018-2019 and thereafter)**

• For early release, students must meet College- and Career-Readiness benchmarks of 17 in English and 19 in Math on the ACT sub-score OR earn a Silver level on the ACT WorkKeys suite of assessments. For seniors that have not meet the benchmarks, to qualify for early release (work release) students must meet the following requirements: o Have a GPA of 2.5 and have passed or meet the assessment option requirements for all four end-of-course assessments

- Are on track to meet the diploma requirements
- Are concurrently enrolled in the appropriate Essentials for Math and/or Essentials for College Literacy

¹³ Additional recommendations (not requirements) above the 24 Carnegie Units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement
- Student should take a math or math equivalency senior year

APPENDIX A-7

**GRADUATION REQUIREMENTS
STANDARD 14
TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.) Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*. Enrollment in online courses listed in this book must have prior approval granted by the principal.

In order to earn the Career and Technical Endorsement, a student must complete the minimum graduation requirements as specified below, meet the requirements for each of the required high school assessments and complete all career and technical endorsement additional requirements. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with a Career and Technical Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II
MATHEMATICS	4 ²	Algebra I
SCIENCE	3 ³	Biology I
SOCIAL STUDIES	3.5	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	.5 ⁷	½ Physical Education
HEALTH	.5 ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- AND CAREER-READINESS	1 ¹¹	
CAREER and TECHNICAL	4	
ELECTIVES	3.5	
TOTAL UNITS REQUIRED	26 ^{12&13}	

APPENDIX A-7 (Continued)

GRADUATION REQUIREMENTS STANDARD 14 TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT (Entering ninth graders in 2018-2019 and thereafter)

¹Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

²Carnegie units earned for Compensatory Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

³For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

⁴Based on the *2011 Mississippi Social Studies Framework*, A.P. World History can be accepted in lieu of the required World History from the Age of Enlightenment to Present course. A.P. United States History can be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A.P. Government and Politics: United States can be accepted in lieu of the required United States Government course. IB-DP History of the Americas I is accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government is accepted in lieu of the required Government course for students enrolled in the IB program.

⁵Carnegie credit earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half ($\frac{1}{2}$) unit in Economics. A.P. Macroeconomics or A.P. Microeconomics can be taken in lieu of the required Economics course.

GRADUATION REQUIREMENTS
STANDARD 14
TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

⁶The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half ($\frac{1}{2}$) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half ($\frac{1}{2}$) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

⁷The graduation requirement for one-half ($\frac{1}{2}$) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

⁸Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ($\frac{1}{2}$) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ($\frac{1}{2}$) Carnegie unit in Health.

⁹The following courses meet the Carnegie unit requirement for Technology and Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Information & Communication Technology, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science and Project Lead the Way Introduction to Engineering, Exploring Computer Science, and AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, Computer Science and Engineering.

¹⁰Digital Media may be accepted in lieu of the art requirement for students.

¹¹The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four-year sequence and the student completes all four years.

¹²Additional requirements above Traditional Diploma Option and the 26 Carnegie Units and the assessment include:

- Earn an overall GPA of 2.5
- Earn silver level on ACT WorkKeys
- Must successfully complete **one** of the following:
 - *One CTE dual credit
 - *A Career Pathway Experience
- Earn a State Board of Education approved national credential

¹³Additional recommendations (not requirements) above 26 Carnegie Units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement
- Student should take a math or math equivalency senior year

APPENDIX A-8

**GRADUATION REQUIREMENTS
STANDARD 14
TRADITIONAL DIPLOMA WITH AN ACADEMIC ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.) Enrollment in online courses listed in this book must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met requirements for each of the required high school assessments is eligible to receive a high school diploma. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of *the Approved Courses for the Secondary Schools of Mississippi Manual*.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with an Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II Two additional English Courses above English II
MATHEMATICS	4 ²	Algebra I Two additional Math Courses above Algebra I
SCIENCE	3 ³	Biology I Two additional science courses above Biology I
SOCIAL STUDIES	3.5	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	.5 ⁷	½ Physical Education
HEALTH	.5 ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- and CAREER-READINESS	1 ¹¹	
ELECTIVES	7.5	Must Include 2 advanced electives of the College Preparatory curriculum requirements
TOTAL UNITS REQUIRED	26^{12&13}	

1Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

2Carnegie units earned for Compensatory Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least two (2) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

3For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

4Based on the *2011 Mississippi Social Studies Framework*, A.P. World History can be accepted in lieu of the required World History from the Age of Enlightenment to Present course. A.P. United States History can be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A.P. Government and Politics: United States can be accepted in lieu of the required United States Government course. IB-DP History of the Americas I is accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government is accepted in lieu of the required Government course for students enrolled in the IB program.

5Carnegie credit earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half ($\frac{1}{2}$) unit in Economics. A.P. Macroeconomics or A.P. Microeconomics can be taken in lieu of the required Economics course. *Mississippi Public School Accountability Standards, 2018* 72

6The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half ($\frac{1}{2}$) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half ($\frac{1}{2}$) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

APPENDIX A-8 (Continued)

GRADUATION REQUIREMENTS STANDARD 14 TRADITIONAL DIPLOMA with an ACADEMIC ENDORSEMENT (Entering ninth graders in 2018-2019 and thereafter)

⁷The graduation requirement for one-half ($\frac{1}{2}$) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

⁸Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ($\frac{1}{2}$) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ($\frac{1}{2}$) Carnegie unit in Health.

⁹The following courses meet the Carnegie unit requirement for Technology and Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Information & Communication Technology, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science and Project Lead the Way Introduction to Engineering, Exploring Computer Science, and AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, Computer Science and Engineering.

¹⁰Digital Media may be accepted in lieu of the art requirement for students.

¹¹The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four-year sequence and the student completes all four years.

¹²Additional requirements above the Traditional Diploma Option, the 26 Carnegie Units and the assessment requirements include:

- Earn an overall GPA of 2.5
- Courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Earn MS college readiness benchmarks (ACT sub scores of 17 in English and 19 in Math or completion of appropriate Essentials of College Math or Essentials of College Literacy with an 80 or above (in senior year) or on the SAT as defined by IHL
- Must successfully complete **one** of the following:
 - One AP course with a C or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a C or higher and take the appropriate IB exams
 - One dual credit course and earn a C or higher in the course

¹³Additional recommendations (not requirements) above 26 Carnegie Units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement.
- Student should take a math or math equivalency senior year

APPENDIX A-9

**GRADUATION REQUIREMENTS
STANDARD 14
TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)**

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.) Enrollment in online courses listed in this book must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi Manual*.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 28 Carnegie units as specified below to earn a Traditional Diploma with a Distinguished Academic Endorsement. The local school district may establish Additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II Two additional English Courses above English II
MATHEMATICS	4 ²	Algebra I Two additional Math Courses above Algebra I
SCIENCE	4 ³	Biology I Two additional science courses above Biology I
SOCIAL STUDIES	4	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	½ ⁷	½ Physical Education
HEALTH	½ ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- and CAREER-READINESS	1 ¹¹	
ELECTIVES	8	Must Include two IHL advanced electives Must meet College Preparatory Curriculum (CPC)
TOTAL UNITS REQUIRED	28 ^{12&13}	

GRADUATION REQUIREMENTS
STANDARD 14
TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

1Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

2Carnegie units earned for Compensatory Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least two (2) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required Carnegie units for mathematics may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II.

3For science Carnegie units, the following Career and Technical (CTE) courses may be used to fulfill science requirements for graduation: one (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences, Sports Medicine or Sports Medicine Theory and Application I and Sports Medicine Theory and Application II. A maximum of two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II.

4Based on the *2011 Mississippi Social Studies Framework*, A.P. World History can be accepted in lieu of the required World History from the Age of Enlightenment to Present course. A.P. United States History can be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A.P. Government and Politics: United States can be accepted in lieu of the required United States Government course. IB-DP History of the Americas I is accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government is accepted in lieu of the required Government course for students enrolled in the IB program.

5Carnegie credit earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half ($\frac{1}{2}$) unit in Economics. A.P. Macroeconomics or A.P. Microeconomics can be taken in lieu of the required Economics course. *Mississippi Public School Accountability Standards, 2018* 76

APPENDIX A-9 (Continued)

GRADUATION REQUIREMENTS

STANDARD 14

TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT

(Entering ninth graders in 2018-2019 and thereafter)

6The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half ($\frac{1}{2}$) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half ($\frac{1}{2}$) unit social studies course. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

7The graduation requirement for one-half ($\frac{1}{2}$) unit in physical education may include participation in interscholastic athletic activities, band, show choir, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, show choir, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

8Carnegie credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ($\frac{1}{2}$) Carnegie unit in Health. Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half ($\frac{1}{2}$) Carnegie unit in Health.

9The following courses meet the Carnegie unit requirement for Technology and Computer Science: ICT II (Information & Communication Technology II), STEM (Science, Technology, Engineering, & Mathematics), Keystone, Technology Foundations, Information & Communication Technology, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science and Project Lead the Way Introduction to Engineering, Exploring Computer Science, and AP Computer Science Principles, Cyber Foundations I, Cyber Foundations II, Computer Science and Engineering.

10Digital Media may be accepted in lieu of the art requirement for students.

11 The College- and Career-Readiness course is to provide planning and instruction for postsecondary transition. Courses that meet College- and Career-Readiness must be approved through the Mississippi Department of Education. Courses may be taught during the junior or senior year unless the course is taught through a four year sequence and the student completes all four years.

12Additional requirements above the Traditional Diploma Option, the 28 Carnegie Units and the assessment requirements include:

- Earn an overall GPA of 3.0
- Courses must meet MS IHL CPC recommended requirements
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or on the SAT as defined by IHL.
- Must successfully complete one of the following:

APPENDIX A-9 (Continued)

GRADUATION REQUIREMENTS

STANDARD 14

TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT

(Entering ninth graders in 2018-2019 and thereafter)

- One AP course with a B or higher and take the appropriate AP exam
- One Diploma Program- IB course with a B or higher and take the appropriate IB exams
- One dual credit course earning a B or higher in the course

13 Additional recommendations (not requirements) above 28 Carnegie Units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement
- Student should take a math or math equivalency senior year

APPENDIX A-10

**APPENDIX A-10
GRADUATION REQUIREMENTS
ALTERNATE DIPLOMA OPTION**

NOTE: This option may be offered by districts for incoming ninth graders of 2018-2019 for students with significant cognitive disabilities.

Only students identified by their Individualized Education Program Committee as having a significant cognitive disability, as defined by the Testing Students with Disabilities Regulations and State Board Policy Chapter 78, Rule 78.1, may be eligible to earn the Alternate Diploma. Each student graduating from a secondary school in an accredited school district with the Alternate Diploma will have earned the required credits as specified in the following table. Contents of each required and elective course must include the core objectives identified in the State Board approved Alternate Academic Achievement Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi. (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.) Students with significant cognitive disabilities enrolled in grades 7 – 12 may be awarded a credit provided the course content is a credit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual.

Any student with a significant cognitive disability who completes the minimum graduation requirements as specified below and has achieved a score (to be determined) or higher on each of the required high school alternate assessments is eligible to receive an Alternate Diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7

CURRICULUM AREA	CREDITS	REQUIRED SUBJECTS
ENGLISH	4	Alternate English I-IV
MATHEMATICS	4	Alternate Math I-III, Alternate Algebra
SCIENCE	2	Alternate Biology Alternate Science II
SOCIAL STUDIES	2	Alternate History Alternate Social Studies
HEALTH	½	Alternate Health
PHYSICAL EDUCATION	½ ¹	Physical Education
CAREER READINESS	4 ²	Career Readiness I-IV
LIFE SKILLS DEVELOPMENT	4	Life Skills Development I-IV
THE ARTS	1	
ELECTIVES	2 ³	
TOTAL UNITS REQUIRED	24	

APPENDIX A-10 (Continued)

GRADUATION REQUIREMENTS

ALTERNATE DIPLOMA OPTION

NOTE: This option may be offered by districts for incoming ninth graders of 2018-2019 for students with significant cognitive disabilities.

1 Elective units in physical education include participation in interscholastic athletic activities, band, performance choral, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

2 Evidence of proficiency in technology is embedded in the course strands for both Career Readiness and Life Skills Development so that students with significant cognitive disabilities may be taught these skills within the natural environment assuring greater application and generalization of the skills.

3 Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy

APPENDIX A-11

GRADUATION REQUIREMENTS STANDARD 14 Certificate of Completion

Note: This option may be offered by districts for incoming freshmen beginning in school year 2018-2019.

A Certificate of Completion is not a high school diploma or an Alternate Diploma, but rather an acknowledgement of the student's participation in and completion of his/her Individualized Education Program (IEP). Students eligible to receive a Certificate of Completion must fall into one (1) the following categories:

1. Students without a Significant Cognitive Disability at the end of 8th grade who:
 - Are 16 years old or older; AND
 - At least 3 or more grade levels below their peers in reading and math; AND
 - Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.
2. Students with a Significant Cognitive Disability at the end of 8th grade who:
 - Have extremely limited or no receptive and expressive communication skills AND
 - Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.
3. Students with or without a Significant Cognitive Disability at the end of their third school year of high school (6 semesters) who:
 - Have not earned at minimum of 3 English credits, 3 math credits, 2 science credits, 2 social studies credits, and 5 electives; AND
 - Have a signed statement from the parent and student that they do not wish for the student to be given services through age 20 and understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma; AND
 - Have evidence of 3 or more years of intensive intervention to earn Carnegie Unit bearing courses (Or Alternate Diploma Course Credits for students with a Significant Cognitive Disability). Evidence could include, but is not limited to:
 - Progress monitoring data from reading intervention programs or math intervention programs
 - Documentation of accommodations and modifications provided in the general education courses and assessments
 - Course schedules outlining dedicated time for intervention.

The student's IEP committee determines the course of study for the Certificate of Completion. Areas of instruction should be developed based on the needs of the individual student. Course work could include, as appropriate for the student:

- Intensive remediation in deficit area skills
- Career preparation courses
- Life skills courses

Students earning the certificate of completion must have completed at least four years of high school or be at least 19 years of age at the time of graduation.

All students are required to participate in the Mississippi Academic Assessment Program.

APPENDIX D

Family Educational Rights and Privacy Act (FERPA)

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

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#). Or you may contact us at the following address: Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

Coahoma County School District School-Parent Compact

PARENT/GUARDIAN AGREEMENT

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly
- Support the school in its effort to maintain proper discipline
- Establish a time for homework and review it regularly
- Provide a quiet well-lit place for study
- Encourage my child's efforts and be available for questions
- Stay aware of what my child is learning
- Read to my child and let my child see me read
- Show respect for my child's school

Parent/Guardian Signature

Date

STUDENT AGREEMENT

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

- Always try to do my best in my work and in my behavior
- Work cooperatively with my classmates
- Show respect for myself, my school and other people
- Take pride in my work
- Obey the school and bus rules
- Come to school on time prepared with homework and my supplies
- Believe that I can and will learn
- Observe and use regular study hours at school and at home
- Ask questions about assignments and activities when I do not understand

Parent/Guardian Signature

Date

Compact (Continued)

TEACHER AGREEMENT

It is important that students achieve. Therefore, I will do the following:

- Believe that each student can learn
- Show respect for each child and his/her family
- Come to class prepared to teach
- Provide an environment that is conducive to learning
- Help each child grow to his/her potential
- Provide meaningful and appropriate homework assignments
- Enforce school and classroom rules fairly and consistently
- Maintain an open line of communication with students and parents
- Demonstrate professional behavior and a positive attitude
- Use special activities in the classroom to make learning enjoyable

Teacher Signature

Date

PRINCIPAL AGREEMENT

I support this form of parental involvement. Therefore, I will do the following:

- Provide an environment that allows positive communication among students, teachers and parents
- Encourage teachers to provide meaningful homework assignments that will reinforce classroom instruction
- Be consistent and fair in punishment and rewards
- Listen to, hear and respond to feedback from students, staff and the community
- Encourage students, staff and the community members to communicate their needs and to listen to one another

Principal Signature

Date

COUNSELOR and GRADUATION COACH AGREEMENT

It is important that students achieve. Therefore, I will do the following:

- Schedule blocks of time each day to meet with students
- Produce transcripts and other documents needed by students in a timely manner
- Review the Graduation Credit Checklist with students and parents each year
- Inform and encourage students to apply for scholarships
- Create a standard of expectation for students to take the ACT beginning as early as 9th Grade
- Immerse students in Character-Ed Activities
- Inform parents of barriers to school success and graduation as soon as they are detected
- Develop with principal and teachers interventions for addressing barriers to academic and career success
- Seek ways to inspire students and expose them to opportunities that would benefit them
- Maintain a pro-active position to address potential problems students may encounter

Counselor Signature

Date

APPENDIX E

District: Coahoma County School District
Section: L – Organizational Relations
Policy Code: LA – Parental Involvement

PARENTAL INVOLVEMENT

The Coahoma County School Board reaffirms the school district’s strong commitment to the role of parents in their children’s education and to effective, comprehensive parental involvement. In this policy, “parent” is intended to include parents, guardians, and other family members involved in supervising the child’s schooling. Parental/family involvement in a child’s learning is a critical link to achieve academic success and to promote a safe and disciplined learning environment.

Schools and families will work together to ensure that the educational process includes quality learning at home, in school, and in the community. The following steps will be taken to achieve this goal:

1. The superintendent will assess the status of parental involvement, review existing policies and procedures, and develop necessary regulations and procedures to support this policy, including a review of staff and budget support.
2. The Board of Education will support parental involvement by seeking parental input on school system policies, including curriculum, facilities, and funding issues.

STRATEGIES FOR PARENT/ FAMILY INVOLVEMENT

3. Effective two-way communication between all parents and schools regarding school system policies and regulations, local school policies, and an individual child’s progress.
4. Activities to encourage parental volunteer opportunities in schools both in the classroom and in other areas of the school including attendance at local school programs and events.
5. Information and programs for parents on how to establish a home environment to support learning and appropriate behavior.
6. Information and programs for parents about how they can assist their own children to learn.
7. Assistance to develop parental involvement in educational advocacy through PTOs and other organizations, including school system task forces and advisory committees.

ROLE OF LOCAL SCHOOL

While each division, office, and school must assess its role and plan of action to meet these goals, all school district employees are expected to convey a commitment to parental involvement.

Consistent with this commitment, local schools are expected to:

8. Develop activities and materials that provide for effective two-way communication between parents and the school on local school policies and individual student progress;
9. Support and encourage parental volunteer opportunities;
10. Provide programs that assist parents in learning how they can help children learn, including activities that are connected to what children are learning in the classroom; and,
11. Work with PTO leadership to ensure parental input.

ROLE OF CENTRAL OFFICE STAFF

In addition to the role of the local schools, appropriate staff in central offices are expected to support local school efforts and, where relevant:

1. Communicate with parents on school system policies and regulations;
2. Provide for the development of parenting programs and materials, including the use of cable television, pamphlets, adult education courses, parent resource centers, and programs designed to orient new parents to the school district;
3. Maintain and support with appropriate information and training parental volunteer opportunities countywide;
4. Assist in the development of parental leadership through PTOs and other recognized groups;
5. Work with businesses, organizations, and other government agencies which by their policies and activities can provide support and assistance for parental involvement efforts;
6. Provide appropriate teacher and staff training to support effective parental involvement; conduct staff and parent training in ways to communicate and work together including problem solving, conflict resolution skills, and outreach strategies;
7. Identify and publicize promising programs and practices related to parental involvement;
8. Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family connections in their training programs;
9. Develop methods to accommodate and support parental involvement for all parents with special needs including those with limited English proficiency and individuals with disabilities; and,
10. Develop mechanisms for local schools to use in order to assess the effectiveness of their parental involvement efforts.

The Mississippi Public School Accountability Standard for this policy is standard 18.

LEGAL REF.: *Mississippi Public School Accountability Standards*

CROSS REF.: Policies KB - Public Information Program

KCB - Community Involvement in Decision making

LAA - Title I Parent Involvement

**2017– 2018 Student Handbook/Code of Conduct/
School – Parent Compact Notification Letter**

Dear Parents or Guardians:

This publication contains the Student Handbook, Code of Conduct for the Coahoma County School District, and Parent/Guardian-Student-Teacher Compact and is intended to serve as a resource to students, parents, staff and the Board of Education. The information in this publication is reviewed and revised annually by a committee of parents, students and district personnel. The Student Handbook provides general information regarding the district’s policies, practices and procedures. The Student Code of Conduct, which is approved by the Board of Education, specifies the expectations for student behavior, the discipline management techniques that are utilized by teachers and administrators, and the consequences for student misconduct. The Parent/Guardian-Teacher Compact is an important agreement provided to build a positive relationship between the home and school. The compact contains required commitments between parent/guardian, student, teacher, and school principal that will ensure the learning success of each student. It is very important that you and your child review this information so there is a shared understanding of the district’s expectations for student behavior and the consequences if misconduct does occur. With your support and encouragement, we are confident your child will adhere to the behavioral expectations outlined in this document. Also, in addition to the normal communication that takes place between school and home, we are encouraging students and parents to provide any helpful information to campus or district officials that will reinforce the District’s priority goal of **safe school for all students and staff**. Please complete the following form and **return it to your child’s school within ten (10) days of receipt of notification of the availability of the student handbook**. If you have any questions relating to the Student Handbook or Code of Conduct, please contact your child’s school administration.

Sincerely,

Ilean Richards, Ed.D, Interim Superintendent

Acknowledgement of Receipt
(Please sign and return this section)

I have been made aware of the availability and/or has received a copy of the 2018 – 2019 Coahoma County School District’s **Student Handbook, Student Code of Conduct, and Parent/Guardian-Teacher Compact.**

I understand that my child will be responsible for adhering to the rules and procedures as outlined in this document.

Student’ Name (please print): _____

School _____ Date: _____

Grade Level: _____ Homeroom Teacher: _____

Parent’s Signature: _____

Student’s Signature (required for grades 6-12) _____

COAHOMA COUNTY SCHOOL DISTRICT
 DISTRICT CALENDAR 2018 – 2019
 (187 DAYS TEACHERS/180 DAYS FOR STUDENTS)

		TEACHER DAYS	STUDENT DAYS
JULY 9, 2018 JULY 30, 2018	FIRST DAY FOR EMPLOYEES WORKING 227 DAYS FIRST DAY FOR EMPLOYEES WORKING 197 DAYS.		
AUGUST 6-10, 2018 AUGUST 13, 2018	TEACHER IN-SERVICE STUDENTS' FIRST DAY	20	15
SEPTEMBER 3, 2018 SEPTEMBER 20, 2018	LABOR DAY HOLIDAY PROGRESS REPORTS ISSUED	19	19
OCTOBER 9-11, 2018 OCTOBER 12-15 OCTOBER 12-16, 2018 OCTOBER 16, 2018 OCTOBER 25, 2018	FIRST NINE-WEEKS EXAM TEACHERS' FALL BREAK STUDENTS' FALL BREAK TEACHER PROFESSIONAL DEVELOPMENT DAY REPORT CARD ISSUED	21	20
NOVEMBER 19-23, 2018 NOVEMBER 15, 2018	THANKSGIVING BREAK PROGRESS REPORTS ISSUED	17	17
DECEMBER 19-21, 2018 DECEMBER 21, 2018 DECEMBER 24, 2018 – JANUARY 4, 2019	SECOND NINE-WEEKS EXAM 60% DAY CHRISTMAS BREAK	15	15
JANUARY 7, 2019 JANUARY 17, 2019 JANUARY 21, 2019	STAFF/STUDENTS RETURN TO SCHOOL REPORT CARDS ISSUED MARTIN LUTHER KING HOLIDAY	18	18
FEBRUARY 13, 2019 FEBRUARY 18, 2019	PROGRESS REPORTS ISSUED PRESIDENT'S DAY	19	19
MARCH 6-8, 2019 MARCH 11-15, 2019 MARCH 21, 2019	THIRD NINE-WEEKS EXAM SPRING BREAK REPORT CARDS ISSUED	16	16
APRIL 19-22, 2019 APRIL 25, 2019	EASTER BREAK PROGRESS REPORTS ISSUED	20	20
MAY 27, 2019 MAY 28-30, 2019 MAY 30, 2019 MAY 31, 2019	MEMORIAL DAY HOLIDAY FOURTH NINE-WEEKS EXAM LAST DAY FOR STUDENTS – 60% DAY LAST DAY FOR TEACHERS - PLC'S	22	21

FIRST SEMESTER:
 STUDENT DAYS – 86
 FACULTY DAYS – 92

SECOND SEMESTER:
 STUDENT DAYS – 94
 FACULTY DAYS – 95

- June 7, 2019 – Last day for employees under contract for 197 days
- June 21, 2019 – Last day for employees under contract for 227 days

NOTE: The above calendar is subject to change for reasons such as inclement weather conditions and/or state assessments.

