Coahoma County School District

STUDENT HANDBOOK 2026 2027



Coahoma County High School
Coahoma County Jr. High School
Friars Point Elementary School
Jonestown Elementary School
Lyon Elementary School



www.coahomak12.org

COAHOMA COUNTY SCHOOL DISTRICT

1555 Lee Drive
Clarksdale, Mississippi 38614
662-624-5448
https://www.coahomak12.org/

COAHOMA COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES

Mr. Gerald Johnson	President	District #1
Mrs. Rachel Fowler-Holmes	Vice President	District #4
Mr. Johnnie Moore	Secretary	District #5
Mrs. Coreen Richardson	Board Member	District #2
Mrs. Margaret Walker	Board Member	District #3
Mr. Derrick Hopson	Board Attorney	

Board Approved 7/08/2026

DISTRICT ADMINISTRATION AND DIRECTORY

Mrs. Crystal Hall Gooden	Superintendent	624-5448
Mrs. Latasha Turner	Director of Curriculum/District Testing	624-5448 Ext. 1006
Mrs. Kenisha Shelton-Hudson	Director of Federal Programs	624-5448 Ext. 1007
Mrs. Sakenna Dear	Exceptional Education Director	624-5448 Ext. 1051
Ms. Madalyn Johnson	Chief Finance Officer	624-5448 Ext. 1011
Ms. Nita Dumas	Director of Child Nutrition	624-5448 Ext. 1041
Mr. Anthony Dixon	Technology Director/Fixed Assets Manager	624-5448 Ext. 1030
Mrs. Charlette Artis-Harris	District Instructional Specialist	624-5448 Ext. 1013
Ms. Adriana Murray	District Instructional Specialist	624-5448 Ext. 1005

SCHOOL ADMINISTRATIVE STAFF

Coahoma County High School

1553 Lee Drive
Clarksdale, MS 38614

Ms. Tynikia Shaw, Principal
Mr. McKinley Scott, Assistant Principal
Mrs. Kenyatta Shaw, Lead Teacher & CTE Contact
Mrs. Rodericka Robinson Curry, Counselor

Coahoma County Junior High School

3105 Bobo-Sherard Road
Clarksdale, MS 38614

Mr. Ben Baltimore, Principal
Ms. Natascha Woods, Lead Teacher & Alternative Coordinator
Ms. Keshyla Brooks, Counselor

Friars Point Elementary School

350 James A. Shelby
Friars Point, MS 38631
662-383-2477

Mrs. Chiquita Moore-Phillips, Principal
Mrs. Jonnetta Robinson Williams, Lead Teacher
Ms. Zaria Nolan, Counselor

Jonestown Elementary School

330 Matagorda Road
Jonestown, MS 38639
662-358-4496

Mrs. Maggie White-Gamble, Principal
Ms. Tasha Robinson, Lead Teacher
Ms. Zaria Nolan, Counselor

Lyon Elementary School

2020 Roberson Road
Lyon, MS 38645
662-624-8544

Ms. Johnesha Matthews, Principal
Mrs. Lashara Ramsey-Calvin, Lead Teacher
Ms. Ruby Butler, Counselor

Non-Discrimination Policy

The Coahoma County School District prohibits discrimination based on race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, disability, age (40 or older) or genetic information (including family medical history). Discrimination for any of these reasons is considered illegal and will not be tolerated.

VISION STATEMENT

Every student ready for the future:
Prepared for college. Prepared for the global workplace. Prepared for personal success.

MISSION STATEMENT

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.

GOALS AND OBJECTIVES

Coahoma County School District is a progressive school district in which students are prepared to achieve academically at their highest level surrounded by an engaged community that is proud of its educational system. In fulfilling the mission and vision of the Coahoma County School District, the following goals have been established:

Goal 1: *Increase academic achievement*

Students will be able to access and engage in rigorous learning activities in every classroom. Instruction and curriculum will be aligned to the Mississippi College and Career Readiness Standards, as well as other pertinent content-area standards, with learning measured by internal and external assessments to determine the effectiveness of the instructional program. Embedded in student learning goals will be the expectation that Coahoma County School District graduates will acquire knowledge and skills in the core academic disciplines that will enable them to do the following:

- **Think Critically and Reason**, i.e., synthesize, interpret, analyze, evaluate and apply information.
- **Communicate**, i.e., employ oral, written, non-verbal skills and/or tools in multiple contexts to articulate ideas for a range of purposes.
- **Problem Solve**, i.e., analyze data, use various types of reasoning, and utilize appropriate tools to find solutions to a variety of problems.
- **Collaborate**, i.e., participate effectively in group tasks and provide meaningful feedback to help both the group and individuals solve problems and accomplish their goals.
- **Receive and Give Feedback,** i.e., utilize and/or provide feedback – teacher to student, peer to peer – that leads to further understanding and extends thinking and learning.

Students will acquire the knowledge and skills necessary to exit high school ready for college, or for successful entrance into the workplace.

Goal 2: Licensed and committed staff working in a safe, positive climate and culture

Teaching and learning will be supported by leaders and instructional staff focused on instruction, sound professional development, professional learning communities grounded in best practices, and appropriate and high-quality instructional resources.

The district shall supplement its educational program with a variety of support services which are deemed necessary for all students' health, safety, and personal well-being.

Schools will be safe, orderly, and caring places that support and promote student learning and positive relationships.

Goal 3: Enhance family and community engagement

Parent, community and business relationships will be built and supported, based on the premise that these stakeholders can contribute to a viable learning environment for all students.

Goal 4: Fiscal responsibility

The CCSD will be fiscally responsible and maintain good financial management and stewardship practices.

COAHOMA COUNTY SCHOOL DISTRICT GREAT GOALS

G - Increased graduation rates occur annually toward a goal of 100 percent.
R - Safe and orderly environments are based on respect and responsibility.
E - Appropriate academic environments are characterized by active student engagement.
A - Accountability expectations exist for all stakeholders.
T - Teamwork is based on collaboration and cooperation.

G - Students graduating high school are prepared to be productive in a global society.
O - Safe and orderly school environments exist in all schools.
A - Increased student achievement takes place in all schools and programs.
L - Learning is supported with appropriate teaching structures and strategies,
S - Students are the district's number one priority!

Original Board Approved 3-17-2026
Revision Approved 4-14-2026

COAHOMA COUNTY SCHOOL DISTRICT

2026-2027 ACADEMIC CALENDAR

July

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-7 Professional Development
10 Students' First Day

September

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day
16 Early Release Day

October

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 End 1st Nine Weeks
12-16 Fall Break
19 Students' Return
19 Begin 2nd Nine Weeks

November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Early Release Day
23-27 Thanksgiving Holidays

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 63% Day
21-1 Christmas Holidays
25 Christmas Day

January

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Professional Development
5 Students' First Day Back
8 End 2nd Nine Weeks
11 Begin 3rd Nine Weeks
13 Early Release Day
18 Martin Luther King Day

February

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

10 Early Release Day

March

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8-12 Spring Break
15 Students Return
19 End 3rd Nine Weeks
22 Begin 4th Nine Weeks
26 Good Friday
29 Easter Monday Holiday

April

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

14 Early Release Day

May

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

28 Students' Last Day (63% Day)
31 Memorial Day Holiday

June

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1 Teachers' Last Day

1st Nine Weeks – August 10 – October 9 (44 days)
2nd Nine Weeks – October 19 – January 8 (44 days)
3rd Nine Weeks – January 11 – March 19 (44 days)
4th Nine Weeks – March 22 – May 28 (48 days)
180 Student Days | 187 Teacher Days

Professional Development Days
Observed Holidays
Begin/End Nine Weeks
Early Release Day

Tentative Make-up Days: March 29th

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NOTE: Changes may occur throughout the year to information currently presented in this handbook.

GENERAL PROCEDURES AND OPERATIONS

School Operational Times:

Elementary School	7:30 a.m. – 2:50 p.m.
Junior High School	8:00 a.m. – 3:30 p.m.
High School	8:10 a.m. – 3:30 p.m.

Arrival/Dismissal Procedures

The instructional and support staff workday will be established by each school principal in accordance with district operational times and approved by the superintendent. Special duty before, during, or after school will be assigned by the principal. Regularly scheduled faculty meetings, or special staff development training may require teachers to remain later than the regular school day.

Elementary students (K-6) 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. At 7:30 A.M. students must report directly to their first period class or homeroom before the tardy bell rings. Students in elementary school will be considered tardy for class after 7:40 A.M. Class instruction will begin at 7:30 a.m. The end of the day for elementary schools/students will be 2:50 p.m.

Jr. High School students (7-8) should plan to arrive on campus at or before 8:00 A.M. Breakfast will be served from 7:20 A.M. until 7:55 A.M. At 7:55 A.M. students must report directly to their first period class or homeroom prior to the ringing of the tardy bell. Students in junior high school will be considered tardy for class after 8:00 A.M. Class instruction will begin at 8:00 A.M. The end of the day for junior high school students will be 3:30 p.m.

High school students (9-12) should plan to arrive on campus at or before 8:10 A.M. Breakfast will be served from 7:45 A.M. until 8:10 A.M. The first bell will ring at 8:10 A.M. Students must report directly to their first period class or homeroom prior to the ringing of the tardy bell. The tardy bell will ring at 8:15 A.M. and arrival after 8:15 A.M. will be considered tardy. The end of the day for high school students will be 3:30 p.m.

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. Early student pick-up on a routine or daily basis is discouraged and will only be permitted for valid reasons as determined by school administration. School pick up guidelines must be followed.

Visitors

Parents and guardians must always report to the school's main office upon arrival, sign in, and receive a visitor's pass if warranted. 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. All visitors may be required to present valid identification and are subject to district safety and security protocols. During state testing, visitors are not allowed in the classrooms.

Emergency Drills

In accordance with current state emergency and safety regulations, unannounced emergency drills will be held throughout the year (i.e., bus drills, fire drills, earthquake drills, active shooter drills, etc.). Teachers will inform students of emergency procedures. Students

are expected to follow the directions of the teacher quickly, quietly, and in an orderly manner. Failure to follow emergency procedures may result in disciplinary action.

Fire Drills

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 class rosters to check the presence of all students.

Tornado Drills

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 to prepare students for escape in the case of a bus emergency. These drills will be conducted by district transportation personnel, School Resource Officers and school staff.

Earthquake Drill

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.

Active Shooter Drill/Policy

Students and staff should follow specific directives outlined in the CCSD Crisis Response Plan and Active Shooter Emergency Response Policy. This policy is intended to provide guidance in the event an individual is actively shooting at the school site and to comply with the applicable regulations of the Occupational Safety and Health Administration (OSHA).

See Appendix H for policy details

Student Insurance

The Coahoma County School District does not provide insurance for students. However, 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 obtain 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 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.

Right to Search

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 Office Telephone

The office telephone is for business purposes only. 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 breakfast/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 vending machines.
8. Students are not allowed to leave campus or to 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 supervising staff 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.

Provision Three, under guidelines from USDA, allows **all** CCSD students to eat breakfast and lunch free of charge. Documentation regarding this provision remains on file in the Office of Child Nutrition Director's office.

Lunch Numbers

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

Medication

Except in emergency situations, school personnel shall not provide medical treatment beyond basic first aid for student injuries or illnesses. Medication may not be administered by the school or its employees without prior written authorization from the student's parent or 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 at all times. Students with other qualifying medical conditions may be permitted to carry and self-administer medication in accordance with state law and district policy.

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 inner 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 back to the office.
A student sent to the office for misbehavior must wait until he has been seen by an administrator. Failure to report to the office for disciplinary reasons when directed to do so may result in additional consequences. Students will not loiter in the school's main office. No student is to go behind the office counter or desk in the office unless invited by office staff. Students must have a valid reason and permission to enter the office.

Public Displays 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 arrange to see an administrator about the matter immediately. 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 toward a staff member may be subject to suspension or expulsion.
*****REMEMBER:*** *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

Consumable textbooks are furnished by Coahoma County School District for some courses/classes. Parents are required to sign a book card for all non-consumable books or other form accepting full responsibility for books that must be returned and parents/ guardians are responsible for ensuring materials 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. STUDENTS SHOULD ONLY WRITE IN TEXTBOOKS THAT ARE DESIGNATED AS CONSUMABLE and intended for one-time use. 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 students to the district shall provide the receiving school with items number 1-4 listed below:

1. Certified birth certificate;
2. Certificate of compliance with immunization requirements (121 Form)
3. Legal home address of parent or guardian (two current proofs of residence within the school district - for example: gas/light bill, lease agreement, custody order, rent receipt, telephone bill, etc.…); and,
4. Social Security Card

Any child who transfers from an out of state public school or private school in which the state's law provides for a first-grade enrollment date after 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.
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. This may be determined using records from the previous school, testing for grade placement, etc.

Elementary/Junior/Senior High School

1. Certified birth certificate
2. Certificate of compliance/immunization
3. Report card (where applicable)
4. Name, address, and phone number of former school attended (where applicable)
5. Legal home address of parent or guardian (two current proofs of residence within the school district - for example: gas/light bill, lease agreement, custody order, 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. Upon enrollment in a school in this district, a student who was formerly enrolled in another school within the state or outside the state shall have their records requested. Official enrollment will not be finalized until the cumulative record of said pupil shall have been received from the school from which he/she 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 or the principal of the new school to initiate a new record.

4. Unless a transfer student is tested in the manner provided below in #5, the student will be permanently enrolled and placed in a grade or class based on 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 decide as to who shall administer the test or tests to such pupil or pupils who 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.
    b. 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.
    c. 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 REQUIREMENTS

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. For the purpose of determining and reporting attendance, a pupil must be present for at least sixty-six percent (66%) of his/her instructional day, as fixed by our School Board of Trustees, and defined by the student's schedule, in order to be considered in full-day attendance. Regular and punctual attendance on the part of all students is necessary for successful academic achievement in school. School attendance officers will assist in investigating truancy and chronic tardiness by students. It is the responsibility of the students/parents to make arrangements with the teacher to make up any work missed as a result of absence. See also---Make-up Work Policy. *(Reference CCSD Policy JBA)*

Students who have been absent forty days or more may be retained and/or may not receive credit for a course.

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/School Related Absence -** 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 be 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. All work missed by this absence is to be made up by the student.
2. **Excused- According to the MS Attendance Law, only 5 excused absences will be allowed per semester.** 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 present a signed, written excuse, doctor's note, etc., stating the reason for the student's absence. **Only up to three (3) handwritten parent notes/excuses will be accepted per student, per school year term**. Excuses provided by parent or guardian may not always constitute an excused absence. Excuses provided are at discretionary approval by the building principal (or designee). All excuses submitted must be approved by the building principal (or designee) before the absence is deemed **excused**. An absence may 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.

3. **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.

Students will be identified as CHRONICALLY ABSENT when they are absent more than 10% of their enrollment period, generally 18 days.

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 period 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 determined by 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 may be assigned up to 3 days 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** --- Alternative Program Tier Assignment.
- **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 means no absences (excused or unexcused). (Exceptions shall be bus tardies, absences due to school sponsored field trips, and/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. Students who leave campus without authorization will be subject to disciplinary action.
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 such as the police or sheriff departments might be contacted to pick up the child if the emergency is severe enough.*

SECONDARY PRIVILEGES & GUIDELINES

STUDENT DRIVERS

Driving a vehicle to school is a privilege for students that they must protect by adhering to the rules and regulations set forth by our district. Specific regulations will be provided during Vehicle Registration. Any vehicle driven to school by a student must be registered in order to park on school property. Registration includes: completed Vehicle Registration form with parent's signature, copy of student driver's license and a copy of the current insurance for the vehicle being registered. Upon completion of registration, a sticker permit (decal) will be issued for the vehicle registered. The sticker permit must be displayed in the lower left rear window (driver's side). Vehicles not registered will be ticketed and may be towed at the owner's expense. The school district assumes no responsibility for damage to or theft of vehicles or their contents while on school property.

SENIOR EARLY RELEASE

Students in the 12th Grade who meet the following criteria will be granted Early Release privileges with **signed permission to do so on file from their parent or guardian**:

1. **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

   or

   For seniors that have **NOT** met the College and Career-Readiness Benchmarks, to qualify for early release students, excluding those enrolled in credit-bearing work-based learning, must meet the following requirements:
2. Have a GPA of 2.5
3. **AND** have passed or meet the assessment option requirements for all four end-of- course assessments
4. **AND** are on track to meet the diploma requirements
5. **AND** are concurrently enrolled in the appropriate Essentials for College Math or another mathematics course above their Junior year mathematics course and/or Essentials for College Literacy or another English Language Arts course above their Junior level English Language Arts course.

***Early Release privileges may be revoked at any time if the student fails to maintain academic, attendance, or behavioral expectations.

Coahoma County High School Homecoming Criteria

In order for students to be eligible to run for the high court during Homecoming Season to represent Coahoma County High School, they must meet the following criteria:

Candidates for Mr. & Miss Coahoma County High School:

- 2.7 Minimum Cumulative GPA (high school)
- No more than 10 unexcused absences for prior school year
- No major disciplinary infractions for prior school year or current school
- Two letters of recommendation from any of the following: teachers, counselors, community members, church leaders, etc.
- Complete application pack

Candidates for Homecoming Court (Homecoming Queen, Mr/Miss Freshman, Sophomore, Junior, and Senior):

- 2.5 Minimum Cumulative GPA (high school)
- No more than 10 unexcused absences for prior school year
- No major disciplinary infractions for prior school year or current school
- Two letters of recommendation from any of the following: teachers, counselors, community members, church leaders, etc.
- Complete application pack

****Homecoming Queen will be selected by members of the football team. The Homecoming Queen will be escorted by a football player for homecoming and coronation activities.****

Coahoma County School District General Grading Policies

1. The academic year shall be divided into four grading periods, each having a duration of nine weeks. (The district may alter the time period/number of weeks as warranted.)
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, district assessments, projects, etc.
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-week term grade below a 50 shall be placed on the 1st, 2nd, 3rd, or 4th 9 weeks report card unless prior permission is obtained from the principal and superintendent.

CCSD Board Policy IHE

ELEMENTARY GRADING POLICIES

1. Daily/weekly grades will be recorded by the teacher based on chapter, unit or daily assessments, homework, class work, and special assignments (list is not all inclusive).
2. A nine-week test will be given at the end of each nine week grading period.
3. Nine-week grades will be determined by the average of all the grades recorded for that grading period. The term average will be weighted: 75% for teacher grades and 25% for the term (nine weeks/benchmark) assessment.
4. Students will not be excused from nine-week exams unless they present a doctor's excuse or have permission from the principal for absence prior to the exam. However, ALL missed exams must be made up in a timely manner.
5. The semester grade will be the average of the two nine-week grades earned by the student for the semester.
6. The final yearly grade will be the average of the first and second semester grades. Each semester grade will count ½ of yearly grade.
7. Students are required to take state mandated tests.

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).
2. A nine-week test will be given at the end of the first 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 the grades recorded for that grading period. The term average will be weighted: 75% for teacher grades and 25% for the term (nine weeks/benchmark) assessment.
3. The yearly average will be the average of the two semester grades for full unit courses. The first or second semester term grade will be the final grade for ½ unit courses.
4. 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. All missed exams must be made up in a timely manner.
5. Students are required to take all state-mandated tests.
6. **EXEMPTIONS FROM EXAMINATIONS:** Any senior who has an average of 93 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.

COAHOMA COUNTY SCHOOL DISTRICT GRADING SCALES

Kindergarten	Numerical Grade
S-Satisfactory	80-100
U-Unsatisfactory	65-79
N-Needs Improvement	64 and below
I-Incomplete	

1st – 12th Grades		
Numerical Grade	**Alpha Grade**	**Quality Points**
90-100	A	4
80-89	B	3
70-79	C	2
65-69	D	1
64 & BELOW	F	0

The district will use a weighted GPA system for secondary course work. This means that AP courses, dual enrollment classes, honors classes, and the like will have a higher GPA weight than basic core classes.

HONOR ROLL REQUIREMENTS

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

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 an established mastery level of identified objectives in the district's instructional plan, in the specific content areas at each grade level. The established mastery level is defined as an average grade of 65 or above. Students who fail to meet the criteria established for promotion at 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 superintendent.

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.

GRADES THREE 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.

GRADE THREE: In addition to the criteria outlined above, b*eginning in the 2018 – 2019 school year, promotion to the 4th grade will be determined based upon the student scoring "above the lowest two (2) achievement levels" in reading on the state annual accountability assessment or an approved alternative standardized assessment for Third Grade. If a student does not score above the lowest two achievement levels on the Third Grade Annual Accountability Assessment, the student shall not be promoted to Fourth Grade.*

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. Additionally, written notification shall be provided to the parent or legal guardian of any Third-Grade student who is retained detailing 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.

In accordance with the Literacy Based Promotion Act (LBPA), 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.**

GOOD CAUSE EXEMPTIONS DETERMINATION AND DOCUMENTATION

A Third-Grade student who does not meet the LBPA requirements for promotion to the Fourth Grade may be promoted by the school district only for good cause. Good cause exemptions "exempt" some students from being retained in 3rd grade. These exemptions include the following:

A. Limited English proficient student who has less than 2 years of instruction in an English Learner program.

B. Student with a disability whose individualized education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law.

C. Student with a disability who participates in the state annual accountability assessment and who has an IEP or a section 504 plan that: (a) reflects that the individual student has received intensive remediation for 2 years but still demonstrates an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education.

D. Student who demonstrates an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education.

E. Student who received intensive intervention in reading for two or more years but still demonstrates a deficiency in reading and who previously was retained in kindergarten or first, second, or third grade for a total of two years and has not met exceptional education criteria.

GRADES 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 core subjects/classes (not elective courses) s/he is enrolled.

HIGH SCHOOL STUDENT CLASSIFICATION REQUIREMENTS

Placement of students in grades nine through twelve is determined by the number of credits earned by the beginning of the school year and how those credits align with high school graduation requirements. Once promoted by credits earned, a student cannot be moved back a grade level. 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 Grade- Satisfactory completion of 8th grade requirements
- 10th Grade- Each student shall have earned no less than five (5) units for placement in the 10th grade. This includes completion of English I. To be enrolled in English II, a student must have earned a unit in English I.
- 11th Grade-Each student shall have earned nine (9) units for placement in the 11th 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 Grade-Each student shall have earned fifteen (15) units for placement in the 12th 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.
- Secondary students may be promoted to the next grade while recovering English in the Credit Recovery class.

NOTE: *Any or all the MDE and state required procedures identified in this policy may be suspended or altered at any time by those entities. The school district will follow through with the level of compliance requested. The local school district may also alter local procedures as is deemed necessary.* ***During the 2019 – 2020 school term, MDE and the Office of Accreditation mandated certain promotion changes aligned to state assessments. These changes are reflected in student placement for the 2020 - 2021 school term. The district also adopted grading procedures for the year as well.***

ASSESSING SPECIAL EDUCATION STUDENTS' PROGRESS

The State Department of Education shall establish goals for the performance of children with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State Department of Education. Performance indicators used to assess progress toward achieving those goals that, as a minimum, address the performance of children with disabilities on assessments, drop-out rates and graduation rates will be developed. Every two years, the progress toward meeting the established performance goals shall be reported to the public. Senate Bill 2506 (1999 Legislative Session), MSCODE 37-16-11), and Mississippi Accountability Standards.

The Coahoma County School District will comply with all applicable federal and state laws governing the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Mississippi Department of Education (MDE) regulations.

The district is committed to providing a free appropriate public education (FAPE) to all eligible students with disabilities. Services and supports will be provided in accordance with each student's Individualized Education Program (IEP) or Section 504 Plan.

Parents/guardians have the right to participate in decisions regarding their child's educational program and may request information regarding procedural safeguards at any time.

HIGH SCHOOL GRADUATION REQUIREMENTS

The Coahoma County School District requires that 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 all required state high school exit examination(s), the ACT, and/or any other requirement that is mandated 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 approved 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 for Credit Recovery to achieve credits. Graduation requirements are subject to change in accordance with updates from the Mississippi Department of Education.

GRADUATION SPECIFICS

The school district requires each student receiving a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. Specifics may be found in Standard 1, Appendices A-6 – A-10 of the MS Public School State accountability Standards, 2025 manual.

- Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (See Appendix A) (Miss. Admin. Code 7- 3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3.)
- Students receiving a standard diploma shall select from graduation pathways as specified by the local school district's graduation requirements, which must include the diploma endorsement options outlined in Process Standards 14.1.4, 14.1.5, and 14.1.6.
- Diploma endorsement options shall be required of all school districts effective with the incoming ninth graders of 2019-2020. Prior cohorts of students shall be eligible to earn endorsement(s) if all applicable requirements are met.
- **Beginning in school year 2018-2019, all seventh-grade students are required to have an Individual Success Plan (ISP) prior to exiting the seventh grade.**
- Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-7 to earn a Traditional Diploma with a Career and Technical Endorsement.
- Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-8 to earn a Traditional Diploma with an Academic Endorsement.
- Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 28 Carnegie units and meet additional requirements as specified in Appendix A-9 to earn a Traditional Diploma with a Distinguished Academic Endorsement.
- Entering ninth graders with a significant cognitive disability in 2018-2019 and thereafter, are required to have a minimum of 24 Credits as described in Appendix A to earn an Alternate Diploma.
- Each student receiving a standard diploma has met assessment requirements on each of the required high school end-of-course subject area tests or assessments or met one (1) of the option in lieu of passing the test (or assessment) as outlined in Appendix A-5. Miss. Code Ann. § 37-16-7, Miss. Admin. Code 7-3: 36.3, and 36.4, State Board Policy Chapter 36, Rules 36.3, and 36.4. See Appendix A-5.
- Beginning with incoming ninth graders of 2018-2019 each student who has completed the secondary curriculum for special education may be issued a certificate of completion, which states: "This student has successfully completed an Individualized Education Program." Miss. Code Ann. § 37-16- 11(1). See Appendix A-11.
- Ending with the incoming ninth grade class of 2016-2017, each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum

requirements established by the State Board of Education. Miss. Code Ann. § 37-16-11(2). See Appendix G.

- The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.

Note: 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.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4[1]	English I, English II
MATHEMATICS	4[2]	Algebra I
SCIENCE	3[3]	Biology
SOCIAL STUDIES	3½	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	5½	
TOTAL UNITS REQUIRED	24[12, 13, 14]	

ADDITIONAL REQUIREMENTS AND PROCEDURES

1. The superintendent/designee will develop and maintain proceduresto give reasonable prior notification of graduation requirements to all students.
2. Upon successful completion of all state and Board requirements, the student shall receive a diploma indicating graduation from high school.
3. Students shall complete all requirements for graduation before taking part in graduation exercises. Students are not required to participate in graduation exercises. Schools shall comply with state regulations regarding participation of students with disabilities in graduation exercises.
4. The Board may grant different diplomas to those students who complete credits above the minimum number as established by the Mississippi Department of Education. In addition, the Board may award a diploma to a student posthumously indicating graduation with the class with which the student was expected to graduate.

5. Consistent with the District's graduation practices for all students and state requirements, an alternative high school diploma shall be awarded to students with disabilities in compliance with applicable legal requirements
6. The District shall report individual student data regarding the completion of each graduation qualifier and each graduation prerequisite to the Mississippi Department of Education.

GRADUATION OPTIONS AND 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 will develop and maintain procedures, physical education, art, home economics, and vocational training as their Individualized Education Plan (IEP) determines.
- The Individualized Education Plan (IEP) Committee will determine the appropriate program of study leading toward the Traditional High School Diploma, Alternate Diploma, or the Certificate of Completion 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.
- **ALTERNATE DIPLOMA** - Some students may be eligible for an alternate diploma. Only students identified by their Individualized Education Program Committee as having a significant cognitive disability, as defined by the current edition of Testing Students with Disabilities Regulations and Miss. Admin Code 73: 78.1, 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 units as specified in the table in Appendix A. Additional information regarding the Alternate Diploma can be found in Appendix A-10 of the MS Public School Accountability Standards, 2024 Manual.
- **CERTIFICATE OF COMPLETION** - 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. 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).

ADDITIONAL OPTIONS IN LIEU OF PASSING THE END-OF-COURSE ASSESSMENTS

The following graduation options provide opportunities for students to obtain a certain score or level on the ACT, ASVAB, ACT WorkKeys, or other state-approved industry certifications. Students also may obtain a grade of "C" or higher in a dual credit/dual enrollment course, corresponding to the EOC assessment that was not passed.

Notes:

- ACT sub-scores resulting from non-college reportable 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.
- This option is available regardless of when the student took the SATP2, PARCC, or MAP/MAAP assessments.

- The college credit option is only applicable if the student is enrolled in high school and college at the same time. Student must meet the dual enrollment/dual credit admissions requirements of the community college partnering with the school district.
- The Graduation Options listed below are applicable to any EOC assessment.

Assessment Options	Math	Science	English	Social Studies (Prior to 25-26 SY)
ACT	17	17	17	17
Dual Credit/ Enrollment	C or higher in College Algebra	C or higher in College Biology & corresponding lab	C or higher in College English Comp I	C or higher in College American History II
ASVAB + Industry Certification	ASVAB (PICAT prescreen scores are not allowable) score of 36 **plus** the following: Earn approved Industry Certification specified in the Career Pathway's Assessment Blueprint. (If the blueprint specifies two industry certifications, both must be earned.)			
ACT Work Keys + Industry Certification	WorkKeys Silver Level **plus** the following: Earn approved Industry Certification specified in the Career Pathway's Assessment Blueprint. (If the blueprint specifies two industry certifications, both must be earned.)			

- **<u>Composite (Combined) Score Calculation Option</u>**

  Composite (Combined) Score Calculations provide opportunities for students who do not obtain a passing score on one or more EOC assessments. Students may utilize an additional graduation option by taking the average of all EOC assessments and achieving a minimal combined score of 1050. The student must have four scores (Algebra I, English II, Biology, and U.S. History). These four scores are added together and divided by 4. The student must have a 1049.5 or above. If a student has a COVID-related waiver from the 2019-2020 or 2020-2021 school year(s) for any required EOC assessment, the student is not eligible to use this option. Students must be actively enrolled in the district to utilize this option.

Example

Calculate the student's composite (combined) score by determining the average score across all four assessments.

Assessment	Scale
Algebra (EOC)	1039
English II (EOC)	1048
Biology (EOC)	1055
*US History (EOC)	1056

Average Composite (Combined) Score = $\frac{1039+1048+1055+1056}{4} = \frac{4,198}{4} = 1049.5 = 1050$

In the example above, the student can use the Composite Combined Score for Algebra I and English II.

*Beginning School Year 2025-2026, the US History End-of-Course assessment will no longer be administered. Students that do not have scores on all four (4) end-of-course assessments are ineligible to use this option.

- **Concordance Table Option**
  Concordance tables, effective beginning with the 2014-2015 school year, provide opportunities for students who do not obtain a passing score on an EOC assessment to utilize a different graduation option, using a combination of the assessment scores with the final course grade. The tables provide the final course grade required to use with the scale score obtained on the EOC assessment. Students shall be enrolled in school to utilize the concordance table option.
  The Mississippi Department of Education (MDE) and the Technical Advisory Committee (TAC) developed one universal concordance table that shall be used for each of the four EOC assessments.

Concordance Table	Scale Score			
Grade in Course	1049-1048	1047-1046	1045-1044	1043-1042
A	Pass	Pass	Pass	Pass
B	Pass	Pass	Pass	Fail
C	Pass	Pass	Fail	Fail
D	Pass	Fail	Fail	Fail

- **The Student Portfolio and Exhibit** MISS. ADMIN. CODE 7-3: 36.4(3) State Board Policy Chapter 36, Rule 36.4(3)

(EFFECTIVE 2025-2026 SCHOOL YEAR)

The Student Portfolio and Exhibit option hereby known as the Bridge-to-Career Course provides an opportunity for students who (A) have not obtained a passing score on one or more End-of-Course (EOC) assessments and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. Students may utilize an additional graduation option by completing the required components as outlined in the Bridge-to-Career Course. Students who meet all requirements for the Bridge-to-Career Course in addition to all other graduation requirements shall be eligible for the Traditional MS Diploma or the Traditional MS Diploma with a CTE Endorsement or JROTC Endorsement.

1. **Course Overview:**
   Beginning in school year 2025-2026 , the Bridge-to-Career Course is a graduation option available to second semester seniors who (A) do not obtain a passing score on one or more EOC assessment and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. The course serves as an alternative pathway to demonstrate academic and career readiness through the completion of the following components:

   - **Portfolio Development:** The course requires students to develop a comprehensive portfolio that highlights their academic growth, professional development, and post-graduation aspirations. This will include academic projects, skills demonstrations, professional documents (e.g., resumes), and evidence of career exploration activities such as job shadowing and skill-based certifications.
   - **Exhibit Creation:** Students shall create an exhibit showcasing their academic and career readiness. This exhibit will include evidence of completed projects, reflections on academic progress, and documentation of any work- based learning or training experiences.

- **Remediation and Support:** Before enrollment in the course, students shall complete targeted remediation for any failed EOC assessments and be reassessed during each administration. The goal is to provide students with the opportunity to demonstrate mastery in the areas where they initially struggled, based on MAAP and additional benchmark data that aligns with the MAAP assessment. The school administering the remediation shall maintain records of the data used, remediation implemented, and any progress made.

2. **Course Enrollment and Requirements:**
   - **Eligibility:** Students who (A) have not achieved a passing score on one or more EOC assessments shall be eligible for the Bridge-to-Career Course and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. Prior to enrolling in this course, students shall:
     - Demonstrate a commitment to targeted remediation and improvement
     - Maintain an overall 2.0 GPA during the junior and senior year
     - Have an overall attendance rate of 83% or higher during the junior and senior year. Any absence excused or unexcused will count against this record.
     - Receive no more than six (6) nonviolent referrals during the students' junior and senior years. Students with violent behavior referrals may be i neligible for the course at the Superintendent's discretion.
     - Assess each time the EOC assessment is administered
     - Obtain written recommendation from the District Superintendent and school principal.
   - **Course Enrollment:** Students shall be enrolled in the Bridge-to-Career Course no sooner than during the final semester of the graduating year aligned with their ninth-grade cohort or peer-age cohort. The course shall be taken alongside other senior-year coursework.
     - Districts on a traditional schedule or alternating block schedule will offer this course as a .5 Carnegie unit option.
     - Districts on a 4X4 or 5X5 block schedule will offer this course as a 1.0 Carnegie unit option.
   - **Grading and Completion:** Students must achieve a grade of C or higher in the Bridge-to- Career Course for the course to substitute for one or more EOC assessments.

3. **Course Components and Expected Outcomes:**

   The Bridge-to-Career Course is divided into key sections focused on academic recovery, career exploration, and portfolio curation. The school shall verify that the students enrolled do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. The Bridge-to-Career Course should be used as the last option for student graduation. Students shall:

   - **Build a Professional Portfolio:** Students shall work collaboratively with the school counselor, Work-Based Learning teacher, Career Coach (if the school participates in the State, regional or district Career Coach Model) and/or the MS Department of Vocational Rehabilitation to develop a comprehensive Commencement Level Career Plan that includes at the minimum:
     - Academic achievements (projects, essays, assessments).
     - Extracurricular involvement (clubs, sports, volunteer work).
     - Career-related documents (professional resumes, cover letters, certificates).
     - Personal reflections on the learning process and career aspirations.

- **Professional Resume:** Students shall create a professional resume tailored to a specific job or career path of interest. This resume should highlight skills, achievements, and work experiences, giving students a practical tool for post-graduation employment or college applications.
- **Training and Credentials:** Students shall have the opportunity to complete specific training programs or earn certifications from an approved MDE list related to their career goals. This may include job-readiness programs, technical certifications, or specialized training relevant to industries they wish to pursue.
- **Job Shadowing and Career Exploration:** Students shall work with the Bridge- to-Career Course teacher to explore potential careers, gain insight into job markets, and understand the skills needed for success in their chosen fields. Students should work with the school counselor, Work-Based Learning teacher, and/or Career Coach (if the school participates in a State, regional or district Career Coach Model) and/or the MS Department of Vocational Rehabilitation to engage in job shadowing or other work-based learning activities. This will provide students with real-world experience and insight into potential career fields, enhancing their employability and professional development.

4. **Outcomes:**

Upon successful completion of the course, students will have:

- A **professional resume** that is tailored to a specific job or career path.
- **Training and credentials** required for employment or continued education in a specific field.
- A **comprehensive Commencement Level Career Plan** that outlines their post-secondary transition and life plan These outcomes are designed to ensure that students are not only equipped with academic knowledge but also prepared for life after high school, whether that be in a career, further education, or other post-graduation plans. The final Portfolio/Exhibit and all supporting artifacts must be maintained in the student's cumulative folder for MDE access and review.

5. **Remediation and Reassessment:**

- **EOC Remediation:** Prior to enrolling in the Bridge-to-Career Course, students who have not passed one or more of the EOC assessments shall undergo remediation. The school shall provide targeted support for these students, addressing the specific areas in which they did not meet the required standards. Documentation of a student's EOC remediation shall be maintained in their cumulative folder.

- **Reassessments:** Students shall demonstrate progress in their deficient knowledge and skills before being considered eligible for enrollment in the course. Student progress does not have to be reflected through EOC retest scores but can be shown through intervention and remediation assessment methods.

6. **Consequences for Non-Compliance:**

Students who do not meet the required criteria for course completion (i.e., earning a grade of C or higher) or who fail to submit a complete portfolio, and exhibit, shall not be eligible for graduation. In such cases, students may be referred for additional support.

Conclusion:

The Bridge-to-Career Course provides an option for students who (A) have not passed one or more EOC assessments and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025, enabling them to demonstrate readiness for graduation through alternative means. This course emphasizes professional development, career exploration, and remediation to ensure that all students have the skills and documentation needed to transition successfully to post-secondary endeavors. Through this initiative, the state aims to support students in their academic and career journeys while maintaining high graduation standards.

This policy shall be reviewed annually to assess its effectiveness and ensure alignment with student needs and state educational requirements.

COAHOMA COUNTY SCHOOL DISTRICT CREDIT RECOVERY PROGRAM

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.

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 (2025), and included at the end of this handbook as Appendix B.

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 Kindergarten through twelve. Questions concerning testing can be answered by the school principal, guidance counselor, or district test coordinator.

DIPLOMAS AND HONORS RECOGNITIONS

THE FIRST AND SECOND DIPLOMAS

A. **Valedictorian** - The student with the highest cumulative **grade-point** average in academic courses credited at CCHS, meets Honors with Distinction requirements and who meets district ACT/SAT requirements will be selected as the valedictorian.

B. **Salutatorian** - The student with the second highest cumulative **grade point** average in academic courses credited at CCHS, meets Honors with Distinction requirements and who meets district ACT/SAT requirements will be selected as the salutatorian.
(A student must have spent at least two consecutive years, 11th & 12th grades, fully enrolled at CCHS to be eligible to be the valedictorian or salutatorian.)

ELEMENTARY SCHOOL 6TH GRADE HIGHEST AVERAGE and 2nd 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 the third term of the 6th grade. The student who has the highest cumulative GPA from the terms calculated will receive the Highest Average Award and the student who has the next highest average will receive 2nd Highest Average Award. The student must have attended the same district school for two consecutive (5th and 6th grades), full years. The student must have also been enrolled in the 6th grade for the full year.

HONOR GRADUATES

Grades for honor graduates will be computed from Grade 9 through first semester of the 12th grade by semester averages. (Secondary courses that can be used for graduation that were taken at the junior high level can be counted. See Appendix B for specifics.

1. **Honors with Distinction**-Student must maintain a cumulative average of 90-100 for seven (7) semesters from 9th to the third term of the 12th grade year, that equates to a **grade point average of 3.50 or higher**, and achieve a required composite ACT score(or equivalent score on the SAT) of **18**.
2. **Highest Honor**-Student must maintain a cumulative average of 80 or better for seven (7) semesters from 9th through the third term of the 12th grade year, which equates to a grade point average of 3.0 or higher, and achieve a required composite ACT score(or equivalent score on the SAT) of **18**.
3. **Honor**-Student must maintain a cumulative average of 80 or better for (7) semesters from 9th grade through the third term of the 12th grade year, which equates to a grade point average of 3.00 or higher, and achieve a required composite ACT score(or equivalent score on the SAT) of **16**.
4. **Academic Excellence**-Student must maintain a cumulative average of 80 or better for (7) semesters from 9th grade through the third term of the 12th grade year, which equates to a grade point average of 3.00 or higher with no minimum ACT score requirement.

HALL OF FAME

Selection for the Hall of Fame is based upon yearly GPAs of all grades for Grade 9 through the 3rd term of Grade 12. A student must also have been fully enrolled 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 with no major disciplinary infractions may be candidates for the **Hall of Fame**.

The faculty 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.

END OF YEAR AWARDS AND HONORS-

The following awards may be given at Coahoma County High School. Efforts will be ongoing to identify and implement usage of additional awards and scholarships 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. **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.

III. **College and University Awards**
These awards will be given based on guidelines established by the schools.

IV. **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.

V. **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.

Schools in CCSD may award the following End-of-Year awards:

VI. **It Pays to Make A's Awards and Incentive Program-** With support from school partners, students in all schools may be awarded at the end of each nine weeks for high **A**cademic **A**chievement, exemplary **A**ttitude, and perfect or near perfect **A**ttendance.

VII. **School-based Awards**

A. **Honor Roll** - Given to students whose name appear on the honor roll at least three of the four 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 programs at throughout CCSD, including elementary intramural sports. Selections are made by the coaches of the various sports.

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

F. **Citizenship and Conduct Awards** – Given by counselors, teachers, and/or school administration based on students' character, behavior and adherence to school rules.

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 Educational 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.

IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS GRADES 2 – 8

NOTE: Typically students in the first grade 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.

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.

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.

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.

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.

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.

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).

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.

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.

GUIDANCE & COUNSELING SERVICES

The goals of the Coahoma County School District are to help each student profit as much as possible from his/her academic program, to assist in plans for employment, or to further educational study after completing this school program. The counselor, principal, and designees 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 CLASS SCHEDULES

Students must meet their class schedule generated prior to the beginning of a new school term. The deadline for any request for change in subjects is five days unless extenuating circumstances exist or the principal determines additional time is warranted. Any change in schedules is at the discretion of the principal.

WITHDRAWALS AND TRANSFERS

If a student withdraws from school or transfers to another school, the student's parent or guardian must contact the principal and sign a record release form. All debts to the school should be cleared, district-owned devices and textbooks returned before the student officially withdraws. An official clearance/withdrawal form will be used when these requirements are met. The student's cumulative record will be forwarded to the next school upon receipt of a request from the new school.

STUDENT RECORDS

All student records are protected by the Family Educational Rights and Privacy Act of 1974 (FERPA).

- All seniors will receive one complete transcript free of charge. Additional transcripts will cost $2.00 each.
- Duplicates of diplomas may not be provided by the school district.

COAHOMA COUNTY SCHOOL DISTRICT

ACCEPTABLE USE POLICY FOR TECHNOLOGY & ARTIFICIAL INTELLIGENCE (AI)

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1. Purpose and Scope

The Coahoma County School District provides students and staff members access to computers, mobile devices, local networks, cloud-based infrastructure, and the Internet. These electronic resources are provided to enable users to explore digital libraries, access educational databases, collaborate globally, and develop modern critical thinking and data literacy skills.

Access to district technology is a **privilege, not a right**. All users—including district employees, students, administrators, and authorized educational partners—are subject to this policy and are expected to understand its provisions. General rules for ethical behavior, digital citizenship, and respectful communication apply to the virtual environment just as they do during any physical school activity.

2. District Commitments and Privacy Guardrails

To maintain an environment that promotes safe, ethical, and responsible technological conduct, the District enforces the following operational standards:

- **Regulatory Compliance:** The District enforces strict network filtering and monitoring tools to comply with the Children's Internet Protection Act (CIPA). Web browsing and application usage are monitored, and logs are retained to maintain regulatory compliance.
- **Student Data Privacy:** Digital and web publications will strictly abide by the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA). The District will not disclose personally identifiable information (PII) about students on public websites or external platforms. This includes full names, home or email addresses, telephone numbers, and social security numbers.
- **Legal Cooperation:** The District will fully cooperate with local, state, or federal law enforcement officials in any legal investigation concerning illicit or unauthorized activities conducted through a user's district-managed account.
- **Safety & Support:** The District actively encourages users to immediately report any inappropriate online interactions, harassment, or cyberbullying. The District provides continuous digital literacy, cybersecurity, and cyberbullying awareness training to staff and students.

3. General Technology and Network Usage Rules

- **Academic Alignment:** Users must utilize district computer resources, networks, and Internet access exclusively for educational and professional purposes. Exceptions for independent staff research require prior administrative approval.
- **Software and Configurations:** Users are prohibited from installing unapproved software, applications, browser utilities, or plugins without explicit authorization from the Technology Department.
- **Security Bypass:** Users shall not bypass, alter, or attempt to circumvent network security controls, firewalls, content filters, or monitoring syst.
- **Hardware Modifications:** Users must not insert, attach, or execute unauthorized external media, storage drives, or unvetted peripheral devices on district-owned hardware.

- **Credential Safety:** Under no conditions shall a user share their district password with another person or utilize another individual's credentials. Network and system infrastructure details must never be disclosed to unauthorized parties.

4. Generative Artificial Intelligence (AI) Guidelines

The District recognizes the educational value of generative AI tools for learning, brainstorming, and critical analysis. However, the integration of AI demands strict adherence to data security and academic integrity:

- **Data Privacy Restrictions:** Users must never input confidential student data, personnel records, or personally identifiable information (PII) into any public or external AI model. This prevents intellectual property leaks and protects privacy under FERPA guidelines.
- **Academic Integrity:** Submitting AI-generated content (such as text, code, or artwork) as original, unassisted human work constitutes academic misconduct. Students must strictly follow teacher directives regarding when AI tools are permitted for a specific assignment.
- **Transparency and Disclosure:** If an assignment incorporates generative AI, the user must explicitly disclose and cite the assistance or tool utilized according to the district's approved citation standards.
- **Fact-Checking and Accuracy:** Users are responsible for evaluating and validating all AI-generated outputs before finalizing work. Because AI data sets are prone to hallucinations, biases, or historical inaccuracies, content must be cross-referenced with authoritative resources.
- **Prohibited AI Exploits:** The use of generative tools to create synthetic media, manipulate images, or produce "deepfakes" for the purpose of bullying, impersonation, defamation, or harassment is strictly forbidden.

5. Unacceptable Content and Behavior

Users shall not access, download, download, transmit, submit, publish, display, or print digital materials that involve:

- **Illegal Activity:** Any material that violates local, state, or federal laws, or coordinates a conspiracy to commit a crime.
- **Intellectual Property Theft:** Copyrighted software, media, or proprietary data unless the user possesses explicit written permission or a valid legal license.
- **Inappropriate Material:** Threatening, harassing, obscene, defamatory, abusive, or pornographic text and imagery.
- **Violence and Weapons:** Material that promotes physical violence, self-harm, or the destruction of property via explosive devices, firearms, incendiary weapons, or alternative hazards.
- **Discrimination:** Language or visual content that conducts personal attacks or promotes prejudicial and discriminatory hostility against individuals or groups.

6. Warranties and Indemnification

The Coahoma County School District disclaims any responsibility for the quality or accuracy of information accessed on the Internet. The District makes no explicit or implied warranties regarding its network infrastructure or continuous uptime. The District shall not be held liable for any damages, monetary losses, identity theft, or data loss suffered by a user directly or indirectly resulting from network use. Use of district accounts and devices constitutes a binding agreement to abide by this policy.

7. Consequences of Non-Compliance
Failure to comply with the terms of this Acceptable Use Policy will result in immediate disciplinary intervention. Depending on the severity of the violation, consequences may include:

1. Revocation or permanent denial of technology and network privileges.
2. Financial restitution for property or network damage.
3. School disciplinary actions, including detention, suspension, or formal expulsion.
4. Referral to law enforcement authorities, potentially resulting in civil or criminal prosecution.

Warranties/Indemnification

The Coahoma County School District is not responsible for material or information accessed on the Internet by users and shall not be responsible for the impact or effect of the information on the user. The Coahoma County School District specifically disclaims any responsibility for the accuracy or quality of information obtained via the Internet. The Coahoma County School District makes no warranties of any kind, either expressed or implied, in connection with its provision of access to and use of its Network and the Internet. It shall not be responsible for any claims, losses, damages, or costs of any kind suffered, directly or indirectly, by any user arising through the use of the Network or Internet under this policy. As this policy is a legal and binding document, use of the network and district computer resources constitutes agreement by each user to comply with the terms set forth in this policy.

Information and Communication Technology (ICT) 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

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.

COAHOMA COUNTY SCHOOL DISTRICT
STUDENT CODE OF CONDUCT

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 established by 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. Disciplinary actions will be applied in a fair, consistent, and non-discriminatory manner in accordance with district policy.

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, color, religion, sex, national origin, disability, or other protected 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 . 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, in the building, or on the school bus.
4. Headgear such as scarfs, durags, bandanas, bonnets, etc. are **strictly prohibited.**
5. 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 must be long enough to tuck in if necessary. All belt buckles should be fastened. All pants must be fastened so that the pants are at the waist and no lower. Sagging pants are strictly prohibited.
6. Students are not to wear **sunglasses** in the school building or on campus unless a doctor's permit for the sunglasses is on file.
7. 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.
8. Signs and graphics cut in hair and rolled up pants legs are not permitted.
9. Extreme body piercing, including facial and tongue piercing, is not allowed.
10. Pajamas shall not be worn while on campus, in the building, or on the school bus.
11. Shoes should be FULLY ENCLOSED gym shoes, dress shoes, or rubber soled boots. **Slides, CROCS, FOAMS, house shoes and thong sandals are prohibited**.
12. **Jeggings and tights are prohibited.**
13. Belts are required for all students (brown, black, or school colors only) and must be fitted at the waist.
14. Picks and combs in the hair or on person are prohibited.
15. Clear or mesh book bags only for 7th -12th. Only athletes can have duffle bags on practice days.

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

UNIFORM POLICY FOR ALL SCHOOLS

Tops: Short or long sleeved solid-colored shirts or blouses with collars (see color chart below)

Bottoms: Khaki, Navy, or Black slacks, pants, walking shorts, capris, knee-length skirts or jumpers.

The following colors for tops were adopted by each school:		
Friars Point Elementary Purple, Green, Gold, Red or White	**Jonestown Elementary** Navy Blue, Gold, Red or White	***Lyon Elementary*** *Navy Blue, White or Red*
Coahoma County Jr & Sr High School *Red or White*		

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 ISS, if parent does not report.

Third Offense: Student may be placed in ISS for a specified amount of time for failure to comply.

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.
4. A record shall be kept of conferences held with parents concerning the conduct of their children. Penalties for student misconduct as described within this policy will be determined by the school administrator designated to handle discipline.

DISCIPLINARY INFRACTIONS

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. Theft
8. Insulting language
9. Insulting behavior
10. Obscene language
11. Vandalism
12. Malicious mischief
13. Gang activity (handshakes, signs, graffiti, etc.)
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, electronic cigarette or vape
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. Unauthorized fundraising or selling of items on school grounds

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.
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.

Consequences for Cellphone/Mobile Device Use

Use of electronic devices, including cell phones, cd players, video games, cartridges, and other mobile devices is strictly prohibited during school hours. If a student is caught with a cellphone or other prohibited mobile device, it 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. Items will only be returned to a parent/guardian. Students and parents should understand that bringing personal electronic devices to school is done entirely at the owner's risk. The Coahoma County School District strongly recommends that students leave these items at home. The district assumes no responsibility or financial liability for any personal electronic device that is lost, stolen, damaged, or misplaced while on school property, on school transportation, or during any school-sponsored activity.

Consequences for 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 up to 10 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.

OFFENSES/BEHAVIORS 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. **Corporal punishment may only be administered by the principal, assistant principal or administrator designee with a witness of at least one other school employee.** Should a parent refuse (not allow) 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.

NO SPECIAL NEEDS STUDENT CAN BE ADMINISTERED CORPORAL PUNISHMENT AT ANY TIME.

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

Discipline Ladder

When a student misbehaves or displays unacceptable behavior on school grounds or at a school event, they may be placed on the Discipline Ladder or the district's PASS program. The Discipline Ladder does not follow a strict step-by-step progression. For instance, if a student commits a very serious infraction (e.g., making a bomb threat) with no prior offenses during the school year, the student will not necessarily start at Step 1. Instead, based on the severity of the offense, that student may be placed on a higher step, such as Step 5 or 6. The Discipline Ladder is intended as a guideline, allowing administrators the discretion to apply their professional judgment to each disciplinary situation. Students may receive one or more consequences at each step, depending on the nature and circumstances of the offense. Administrators may also choose when to place students on the Discipline Ladder. In some cases, it may be beneficial to issue preliminary warnings, such as holding a conference with the student, contacting the parent/guardian, providing a written warning, or other communications to inform the student and/or parent that the student's behavior is approaching a level that could result in placement on the Discipline Ladder. However, this pre-entry warning phase is not required.

The Disciplinary Action taken will be at the principal's (attending administrator's) discretion. *Students classified as **habitual** may be referred to the Superintendent or Assistant Superintendent for consideration for placement at the Alternative Program.*

Offenses		Possible Disciplinary Actions
TIER I		1. Contact parent/legal guardian 2. Student Conference 3. Partial or one (1) day assignment to In-School Suspension 5. Up to three (3) days detention (before, during, or after school) or loss of privileges/performance of school service up to three (3) days 6. Administration of corporal punishment by school administrator 7. Overnight Suspension/Zero-Day (STUDENT MUST RETURN WITH PARENT BEFORE RE-ENTRY)
• Academic Dishonesty (cheating/plagiarism/forgery) • Disrespect for Authority (no profanity) • Dress Code Violation • Improper Use of Equipment • Inappropriate Physical Contact • Throwing Objects • Unauthorized Fundraising • Forged Note • Classroom Disruption	• Excessive force during play • Tardiness to Class • Computer Abuse • Unauthorized fundraising • Cell Phone Policy Violation* **Discipline will follow the Cellphone/ Mobile Device consequences*	
TIER II		Possible Disciplinary Actions
• Computer Abuse (violation of Acceptable Use Policy) • Continued Defiance • Leaving Class w/o Permission • Threatening/Harassing Behavior (without injury) • Horseplaying (without injury) • Failure to report to detention • Cutting Class • Unauthorized photo/video or posting to social media leading to school disturbance • Threatening Peers • Participates in Push/Shove Confrontation	• Profanity (directed towards peers) • Continued Disrespect for Authority • Continued Inappropriate Physical Contact • Missing Assigned Discipline at previous Tier • Making False Accusations • Repeated Violation of School Rules • Participating in Serious Verbal Altercation • Repeated Dress Code Violations	1. Contact parent/legal guardian 2. Student Conference 3. Up to three (3) days In-School Suspension or one (1) day OSS 4. Up to five (5) days detention (before, during, or after school) 5. Removal from the ladder after 10 school days with no additional referrals
TIER III		Possible Disciplinary Actions
• Failure to report to detention • Cutting Class • Unauthorized photo/video or posting to social media leading to school disturbance • Leaving Campus w/o permission • Computer Abuse • Major Campus Disturbance • Defacing school property	• Possession/use of non-prescription drugs/ non-controlled substance (unauthorized) • Gambling • Harassment (other than sexual) • Posturing/instigating a fight • Profanity towards school personnel	1. Contact parent/legal guardian (conduct phone or in-person conference) 2. Student Conference 3. Three (3) days to five (5) days of In-School Suspension or up to five (5) days of OSS or any combination of ISS/ OSS 4. Prohibited from attending school activities for 10 school days 5.Removal from the ladder after 15 school days with no additional referrals

• Mutual Display of Affection • Trespassing • Indecent behavior • Possession of flammable material • Possession of unauthorized objects • Recording of School Incidents	• Bullying/harassing behavior toward other student or staff (non-criminal) • Horseplaying (w/injury) • Stealing (small objects) • Other as designated by school administrator • Possession of tobacco/ tobacco products/ Vape	6. Possible referral to Response to Interventions for Behavior Modification
TIER IV		Possible Disciplinary Actions
• Continued Disrespect for Authority • Being under the influence of an Unauthorized Substance • Use of tobacco including tobacco vapes, e-cigarettes, and other tobacco containing products • Consensual sexual activity between students on school property • Cyberbullying or harassment via social media that disrupts the educational process • Theft (Under $500) • Inappropriate communication with adult	• Possession, distribution or sharing of obscene content • Fight • False fire alarm • Disruptive behavior w/ injuries • Vandalism • Disorderly conduct • In-School Suspension Misbehavior • Distribution of video, audio, or livestream of any disruption occurring on school property or at a school-sponsored activity	1. Contact parent/legal guardian (conduct phone or in-person conference) 2. Student Conference 3. Any combination of In-School Suspension and/or OSS equal to five (5) to nine (9) days 4. Prohibited from attending school activities for 30 school days 5. Possible recommendation for expulsion/re-assignment
TIER V		Possible Disciplinary Actions
• Use/possession of alcohol • Use/possession/sale/transfer of narcotics, illegal drugs or paraphernalia • Possession/Use of products containing THC of products containing THC including but not limited to THC vapes, THC gummies, edibles, etc. • Physical Assault w/ weapon • Possession of a weapon • Gang-Related Activity	• Sexual Harassment • Sexual misconduct, coercion, harassment, or assault • Major Fight • Habitual disruption to the educational environment • Bomb Threat • Theft (Over $500) • Extortion • Cyber-bullying (extreme) • Group/Gang Fight	1. Contact parent/legal guardian and conduct parent conference 2. Student Conference/ Counseling Session 3. Nine (9) days OSS 4. Automatic recommendation for expulsion or Alternative Placement 5. Prohibited from attending school activities for the duration of the expulsion 6. Report made to Law Enforcement -when applicable

*"Fight," for purposes of this Code of Conduct, means that the student is participating in a physical altercation with another person, and is intent on causing bodily harm; Self-defense does not have to be categorized as a Fight. Assault is considered intentionally causing bodily injury with malicious intent. The school principal will make the final determination of whether an episode will be categorized as a fight under the terms of this paragraph.

Recording and Distribution of School Incidents

Students are prohibited from using any personal electronic device to photograph, video record, audio record, livestream, or otherwise capture any fight, physical altercation, disciplinary incident, emergency, or other disruption occurring on school property, on school transportation, or at any school-sponsored activity.

Students are also prohibited from encouraging, participating in, sharing, posting, transmitting, or distributing recordings or images of such incidents through text messages, social media, websites, or any other electronic platform.

The act of recording or distributing these incidents disrupts the educational environment, may violate the privacy and safety of others, and can encourage or escalate inappropriate behavior. Students who witness a fight or other emergency are expected to immediately notify a teacher, administrator, or other school employee rather than record the incident.

Any student who records, livestreams, shares, or distributes such content, or who encourages others to do so, will be subject to disciplinary action in accordance with the Coahoma County School District Student Code of Conduct. Depending on the circumstances, consequences may include confiscation of the device, suspension, recommendation for alternative school placement, or other disciplinary action deemed appropriate by school administration.

OUT OF SCHOOL SUSPENSION (OSS)

When unacceptable behavior cannot be corrected by the teacher or school administrator, the principal has the authority to suspend any student from school 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/her designee may immediately suspend a student for misconduct for no longer than nine (9) consecutive days, without an informal hearing as described in the Due Process Policy of the Coahoma County School Board. Students will be provided an opportunity to make up missed work in accordance with district policy.

The officials noted above may recommend suspensions for UP TO 10 days with a recommendation for expulsion for more serious disciplinary offenses. A hearing must be provided for the student if there is a need for an OSS of 10 or more days. In such cases, the student may be suspended immediately and recommended for assignment to the alternative school/program, a long-term suspension, or expulsion, subject to a formal 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 and given the reason(s). 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 of guardian shall be notified before the student is dismissed. The parent/guardian is required to make arrangements 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 director or his/her designee should be contacted immediately when a special education student commits a violation that can 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.

CCSD RISE ALTERNATIVE PROGRAM & PLACEMENT

Compulsory-school aged students who have a documented history of repeated disciplinary problems or who cause a severe disruption at school shall be considered for placement in the district's Alternative Placement Program located on the junior high school campus in an isolated part of the campus. Policies and procedures governing alternative school placement and rules and regulations for attendance are on file with the principal, Alternative Program Coordinator and Office of the Superintendent. The process includes committee reviews of the recommendation and approval of the Superintendent. Students given the opportunity for alternative placement will remain there for the assigned period and must be recommended for return to the regular school campus. Discipline problems, absences, etc. may result in an extension of the student's assignment to alternative placement or may result in further disciplinary action such as expulsion from the home district. Students attending the alternative program 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 placement to the regular school setting may be placed on probation for up to 90 days (must not commit any major infractions). A final review will take place after 30 days to determine if the student's record can be closed.

EXPULSION

An "Expulsion" is the denial of school attendance for a specified minimum period 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 year and 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 and ask for a Disciplinary Committee Hearing. Upon the recommendation of the committee, 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 for more than nine days, recommended for expulsion, 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.

COAHOMA COUNTY SCHOOL DISTRICT
STUDENT BULLYING POLICY & PROCEDURES

CCSD Policy JDDA

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.

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

BULLYING 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 complainant 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.

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.

NOTE: Additional guidelines and procedures regarding district provided transportation is outlined in Appendix J.

NOTICE OF EQUAL OPPORTUNITY/NON-DISCRIMINATION

Every student of the Coahoma County School District will have equal educational opportunities regardless of race, color, religion, sex (including pregnancy, sexual orientation, and gender identity), national origin, disability, age, or other legally protected 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 Code37-25-35*
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.

Section 504/ADA/Title IX Compliance

The Coahoma County School District does not discriminate on the basis of disability or sex in employment in, admission, or access to its programs and activities to the extent provided by law. Employees and students in the District are also protected from sexual harassment under Title IX of the Education Amendment of 1972 to the 1964 Civil Rights Act.

The following person has been designated as the Americans with Disabilities Act/ Title IX Coordinator and will handle inquiries regarding the District's non-discrimination policies, the filing of grievances, and requests for copies of grievance procedures covering discrimination or sexual harassment.

Tracey Smith,
HR Coordinator, Board Clerk, and Superintendent's Administrative Assistant
Coahoma County School District
P.O. Box 820/1555 Lee Drive Clarksdale, MS 38614
662-624-5448

The following person has been designated as the Section 504 Coordinator -

Latasha Turner
Coahoma County School District
P.O. Box 820/1555 Lee Drive Clarksdale, MS 38614
662-624-5448

ASBESTOS NOTIFICATION

U.S. Environmental 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:

Glenn Williams

Coahoma County School District
P.O. Box 820
Clarksdale, MS 38614
662-624-5448

**********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.

The Board of Trustees reserve the right to make changes to the content of this handbook throughout the school term. Changes will be posted on the district's website.

APPENDICES

Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

Mississippi has two diploma options: The Traditional Diploma and the Alternate Diploma. The Traditional Diploma is for all students. The Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology I
Social Studies	3½	• 1 World History • 1 U.S. History • ½ U.S. Government • ½ Economics • ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	5 ½	
Total Units Required	**24**	

Requirements

- Student should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:
  - Have a 2.5 GPA
  - Passed or met all MAAP assessments requirements for graduation
  - On track to meet diploma requirements
  - Concurrently enrolled in Essentials for College Math or Essentials for College Literacy

Recommendations

- For early graduation, a student should successfully complete an area of endorsement.
- A student should take a math or math equivalent course the senior year.

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• Alternate English Elements I-IV
Mathematics	4	• Alternate Math Elements I-III • Alternate Algebra Elements
Science	2	• Alternate Biology Elements • Alternate Science Elements II
Social Studies	2	• Alternate History Elements (Strands: U.S. History and World History) • Alternate Social Studies Elements (Strands: Economics and U.S. Government)
Physical Education	½	
Health	½	• Alternate Health Elements
Arts	1	
Career Readiness	4	• Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	• Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)
Additional Electives	2	
Total Units Required	**24**	

Requirements

- The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.
- All students are required to participate in the Mississippi Assessment Program-Alternate Assessment (MAAP-A) with a score TBD.
- Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.

March 2018

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Traditional Diploma Endorsement Options

Students pursuing a Traditional Diploma should identify an endorsement prior to entering 9th grade. There are three endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement.

CAREER AND TECHNICAL ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology I
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
CTE Electives	4	• Must complete a four-course sequential program of study
Additional Electives	3 ½	
Total Units Required	**26**	

Additional Requirements

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
  - One CTE dual credit or earn articulated credit in the high school CTE course
  - Work-Based Learning experience or Career Pathway Experience
  - Earn a State Board of Education-approved national credential

ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	3	• Biology I + two (2) additional science courses above Biology I
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	7 ½	• Must meet 2 advanced electives of the CPC requirements for MS IHLs
Total Units Required	**26**	

Additional Requirements

- Earn an overall GPA of 2.5.
- Courses must meet Mississippi IHL college preparatory curriculum (CPC).
- Earn Mississippi IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or the SAT equivalency subscore).
- Earn two additional Carnegie Units for a total of 26.
- 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 academic dual credit course with a C or higher in the course

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	4	• Biology I + two (2) additional science courses above Biology I
Social Studies	4	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	• Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	8	• Must meet 2 advanced electives of the CPC requirements for MS IHLs
Total Units Required	**28**	

Additional Requirements

- Earn an overall GPA of 3.0.
- Courses must meet Mississippi IHL college preparatory curriculum (CPC).
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency subscore.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
  - 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 academic dual credit course with a B or higher in the course

March 2018

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.

PARENTS AND STUDENTS SHOULD SPEAK WITH THE COUNSELOR ABOUT REQUIREMENTS IN APPENDICES A AT THE BEGINNING OF EACH SCHOOL TERM.

APPENDIX B-2
REQUIRED COURSE OFFERINGS IN THE CURRICULUM OF EACH SECONDARY SCHOOL STANDARD 26
Effective Beginning in School Year 2021-2022

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I English II English III English IV Essentials for College Literacy	1 1 1 1 1	5
MATHEMATICS	Algebra I Geometry Algebra II Essentials for College Math Elective Mathematics Courses	1 1 1 1 1	5
SCIENCE	Biology Chemistry Physics Elective Science Courses[1]	1 1 1 3	6
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics	1 ½ ½ 1 ½	3½
TECHNOLOGY OR COMPUTER SCIENCE[2]	Any one (1) credit Technology or Computer Science	1	1
HEALTH/PHYSICAL EDUCATION	Contemporary Health Physical Education	½ ½	1
THE ARTS[3]	Any approved Arts course	1	1
COLLEGE AND CAREER READINESS[4]	College and Career Readiness	1	1
CAREER & TECHNICAL	Any combination of CTE courses	4	4

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ADVANCED PLACEMENT COURSES[5]	**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 English Language Arts AP Course in Social Studies**	**4**	**4**
ELECTIVES	**Any other Advanced Elective defined by the IHL College Preparatory Curriculum, as noted in Appendix A**	**2**	**2**
TOTAL UNITS REQUIRED		**33 ½**	**33½**

1 For Approved Career and Technical course substitutions see Appendix A-12.

2The following courses meet the Carnegie unit requirement for Technology and Computer Science: Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Computer Science and Engineering (000287), Cyber Foundations I (000284), Cyber Foundations II (000286), Exploring Computer Science (000283), Technology Foundations (992307) (No longer offered) (Academic Code 110630 exists for 2020-21 only), ICT II (CTE: 000272) (Academic: 110620) (No longer offered after 2020-21), and STEM Applications (000273).

3The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please refer to the arts section or the Mississippi Online Course Approval (MOCA) section of the current *Approved Courses for the Secondary Schools of Mississippi*. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the art requirement for students. For Approved Career and Technical course substitutions see Appendix A-12.

4The purpose of the College and Career Readiness Course is to provide planning and instruction for postsecondary transition. The following courses are approved substitutions for the CCR course:

1. Career and Technical Work Based Learning course
2. Dual Credit SmartStart
3. JROTC III and IV
4. Advanced Placement Capstone: Completion of both AP Seminar and AP Research or equivalent International Baccalaureate and Cambridge International Courses.
5. Freshman, Sophomore, Junior and Senior MS College and Career Readiness Seminar course for Early College High Schools.

*Additional requests for substitution must be submitted to the Office of Secondary Education for review and approval.

The CCR course may be taught in one (1) of the following sequences:

a. Senior year only
b. Junior year only
c. One (1) semester in either freshman, sophomore or junior year with the remaining semester taught in either junior or senior year
d. ¼ Carnegie Unit per year beginning with the freshman year

5A school offering the International Baccalaureate Diploma Program and Cambridge (AICE) is exempt. Distance

SPECIAL POPULATIONS

ENGLISH LANGUAGE LEARNER (ELL)

Coahoma County School District adheres strictly to the Guidelines for English Language Learner (ELL) Services set forth by the Mississippi Department of Education in alignment with federal mandates and Every Student Succeeds Act (ESSA). Students whose registration materials indicate a primary language or dominant home language other than English are assessed with the state-mandated English Language Proficiency Test (ELPT) and are determined to either qualify or not qualify for services provided by the Coahoma County School District's English Language Learner program. Services include, but are not limited to, development of an ELL Plan, ELL classes, content-intervention, or support, and grade monitoring. Progress is determined by annual administration of the ELPT. Questions concerning the ELL program should be directed to Kenisha Shelton-Hudson, 662-624-5448.

Enrolling Students Who Are In Foster Care

The Coahoma County School District is dedicated to ensuring that all students have access to a quality education. In the case of students in foster care, this includes working to provide school stability in various forms. The Coahoma County School District has designated a point of contact. Their information is below:

Name: Kenisha Shelton-Hudson
Title: Director, Federal Programs
Phone: (662) 624-5448
Email: khudson@coahoma.k12.ms.us

We understand that the Elementary and Secondary Education Act, as amended in 2015, has clear requirements connected to providing school stability to students who are in foster care. We are dedicated to meeting this requirement. We look forward to working together to ensure the educational stability of children in foster care!

Enrolling Migrant Students

Policies for Qualifying Migrant Children

1. Parent of child must complete the Migrant Education Program (MEP) agricultural survey to see if they may possibly qualify for the MEP.

2. If the child appears to qualify, contact the Identification & Recruitment Coordinator by telephone or you can fax the agricultural survey to: Mississippi Migrant Education Service Center (MMESC) Center For Educational Partnerships P.O. Box 5365 Mississippi State, MS 39762 Phone: (662) 325-1815 Fax: (662) 325-0864

3. The MMESC will contact the family to conduct a formal interview to determine program eligibility.

4. Post the interview, the MMESC will contact the school and inform them of whether or not that child qualifies as migrant.

5. The child, whether determined migrant or not, should be tested for Title III, Part C ELL (if needed) and evaluated to determine which other Title I/Title X programs he/she qualifies for.

6. The MMESC will continue to work with the school to monitor the child's academic progress and will need to be made aware of any specific needs of the child to better designate services that the MMESC can provide or refer the child's parents to.

District Migrant Point of Contact: Kenisha Shelton-Hudson, Director, Federal Programs
Address: 1555 Lee Drive, Clarksdale, MS 38614
Phone and Email: khudson@coahoma.k12.ms.us, 662-624-5448; ext. 1007

Enrolling Homeless Students

Educations Rights of Children and Youth Who Qualify for McKinney-Vento:

Our district enrolls and provides education services for children and youth who are eligible under McKinney-Vento. If you have questions, qualify, or know someone that does, contact the person below for help. Also, if you need help understanding this information, contact the person below.

District Liaison Name: Kenisha Shelton-Hudson, Director, Federal Programs
District Liaison Address: 1555 Lee Drive, Clarksdale, MS 38614
District Liaison Phone and Email: khudson@coahoma.k12.ms.us, 662-624-5448

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

1. Immediate enrollment in the school they last attended or the local school where they are currently staying even if they do not have all the documents normally required at the time of enrollment without fear of being separated or treated differently due to their housing situation;

2. Transportation to the school of origin for the regular school day;

3. Access to free meals, Title I and other educational programs, and transportation for extra-curricular activities to the same extent that it is offered to other students.

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.

PERSONAL IDENTIFIABLE INFORMATION

CCSD BOARD POLICY JRAB: COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

In accordance with the policy of the Coahoma County School District Board of Education, the following regulations shall govern the release of student records to students and members of the student's family, legal custodian, or legal guardian.

DEFINITIONS

For the purpose of this regulation, the school district has used the following definitions of terms:

Student: Any person who attends or has attended a program of instruction sponsored by the board of education of this school district.

Eligible Student: A student or former student who has reached age 18 or is attending a post-secondary school, and who is no longer a dependent of the parent for federal tax purposes.

Parent: Either natural parent of a student unless his or her rights under the Family Education Rights and Privacy Act (FERPA) have been removed by a court order; an adopted parent; a guardian; or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education Records: Any item of information or record (in handwriting, print, computer media, video or audio tapes, film, microfilm, microfiche, or other medium) maintained by the school district, an employee of the district, or an agent of the district which is directly related to an identifiable student except:

1. A personal record, including informal notes, kept by a school staff member, which meets the following tests:
    a) It was made as a personal memory aid;
    b) It is in the sole possession of the individual who made it; or
    c) Information contained in it has never been revealed or made available to any other person except the maker's temporary substitute;
2. An employment record which is used only in relation to a student's employment by the school district (employment for this purpose does not include activities for which a student receives a grade or credit in a course); or
3. Alumni records that relate to the student after the student no longer attends classes provided by the school district and the records do not relate to the person as a student.

Personal Identifiable Information: Any data or information that makes the subject of a record known. This includes the student's name, the student's parents or other family member's name, the student's address, the student's social security number, a student number, a list of personal characteristics, or any other information that would make the student's identity known.

ANNUAL NOTIFICATION

Within the first month of each school year, the school district will publish a notice to parents and eligible students of their rights under the FERPA and this policy. The district will also send home with each student a bulletin listing these rights and the bulletin will be included with a packet of material provided parents or an eligible student when the student enrolls during the school year.

The notice will include the following:

1. The right of a student's parent or eligible student to inspect and review the student's education records;
2. The intent of the school district is to limit the disclosure of information contained in a student's education records except: (1) by the prior written consent of the student's parent or the eligible student, (2) as directory information, or, (3) under certain limited circumstances, as permitted by the FERPA;
3. The right of a student's parent or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading, or in violation of student rights (this right includes the right to a hearing to present evidence that the record should be changed if the district decides not to alter it according to the parent's or eligible student's request and the right to insert in the student's permanent records an explanatory statement giving reasons for disagreeing with the decision);
4. The right of any person to file a complaint with the Department of Education if the school district violates the FERPA; and
5. The procedure that a student's parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

The district will arrange to provide translations of this notice to non-English speaking parents in their native language.

STATEMENT OF RIGHTS

Parents and eligible students have the following rights under the Family Education Rights and Privacy Act and this policy:

1. The right to inspect and review the student's education record;
2. The right to exercise a limited control over other people's access to the student's education record;
3. The right to seek to correct the student's education record, in a hearing, if necessary;
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

All rights and protections given parents under the FERPA and this policy transfer to the student when the student reaches 18 or enrolls in a post-secondary school.

PROCEDURE TO INSPECT EDUCATION RECORDS

The parent of a student or an eligible student may inspect the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies below.

Since a student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site. However, if a parent or eligible student wishes to inspect records where they are maintained, school principals will make every effort to accommodate the wishes.

The parent or eligible student should submit to the student's school principal a written request that identifies, as precisely as possible, the record or records he or she wishes to inspect.

The principal (or other record custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site).

The principal (or other record custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education record, the school district will arrange for the parent or eligible student to obtain copies of the record. See below for information regarding fees for copies of records.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

FEES FOR COPIES OF RECORDS

The school district will not deny parents or eligible students any rights to copies of records because of the following published fees. Where the fee represents an unusual hardship, it may be waived in part, or in whole, by the record custodian. However, the district reserves the right to charge for copies, such as transcripts, it forwards to potential employers or to colleges and universities for employment or admission purposes. The school district may deny copies of records (except for those required by the FERPA) in the following situations:

1. The student has an unpaid financial obligation to the school.
2. There is an unresolved disciplinary action against the student that warrants the denial of copies.

FERPA requires the school district to provide copies of records:

1. When the refusal to provide copies effectively denies access to the records by a parent or eligible student;
2. At the request of the parent or eligible students when the school district has provided the records to third parties by the prior consent of the parent or eligible student; or

3. At the request of the parent or eligible student when the school district has forwarded the records to another school where the student seeks or intends to enroll.

The fee for copies provided under the FERPA may not include the costs for search and retrieval. The fee will be from no cost to ten cents per page. (Actual copying cost, less hardship factor.)

The fee for all other copies, such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience, will be from ten cents to thirty-five cents per page (actual search, retrieval, and copying cost) plus postage, if incurred.

DIRECTORY INFORMATION
The school district proposes to designate the following personally identifiable information contained in a student's education record as "directory information."

1. The student's name, address, and telephone number;
2. The names of the student's parents;
3. The student's date and place of birth;

Within the first month of each school year, the school district will publish the above list, or a revised list, of items of directory information it proposes to designate as directory information. For students enrolling after the notice is published, the list will be given to the student's parent or the eligible student at the time and place of enrollment.

After the parent or eligible student has been notified, he or she will have two weeks to advise the school district in writing (a letter to the school superintendent's office) of any or all of the items they refuse to permit the district to designate as directory information about the student.

At the end of the two-week period, each student's record will be appropriately marked by the record custodian to indicate the items the district will designate as directory information about the student. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

EXCEPTIONS TO PRIOR CONSENT
The district may disclose personally identifiable information without prior consent under the following conditions:

1. To personnel within the district who have legitimate educational interests;
2. To personnel of an education service district or state regional program where the student is enrolled or is receiving services;
3. To personnel of another school, another district or institution of post-secondary education where the student seeks or intends to enroll;
4. To personnel connected with an audit or evaluation of federal or state education programs or the enforcement of or compliance with federal or state legal requirements of the district;
5. To personnel determining a financial aid request for the student;
6. To personnel conducting studies for or on behalf of the district;
7. To personnel in accrediting organizations fulfilling accrediting functions;
8. To comply with a judicial order or lawfully issued subpoena;
9. For health or safety emergency;
10. By request of a parent of a student who is not 18 years of age;
11. By request of a student who is 18 years of age or older or emancipated;
12. Because information has been identified as directory information

SCHOOL AND STUDENT RECORDS

Reference: CCSD JR-Student Records

Student Records

A student record is any record that contains personally identifiable information or other information that would link the document to an individual student if it is maintained by the district, except records kept in a staff member's sole possession to be destroyed up graduation or withdrawal.

CCSD maintains two types of school records for all students, a permanent record and cumulative folder. The permanent record will include:

- Basic identifying information
- Academic records (transcripts)
- Attendance records
- State assessment scores
- Health/Immunization Record
- Information pertaining to the release and transfer of the record

The cumulative folder (temporary record) may include information listed above along with the following:

- Family background
- Home-language survey
- Intelligence, aptitude and achievement scores
- Psychological reports
- Results/scores from achievement or standardized tests
- Extracurricular activity participation information
- Support services documentation
- Disciplinary information
- Exceptional education/ 504 information
- Verified information of relevance to student's education

USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The school district will use the following criteria to determine who are school officials. An official is:

1. A person duly elected to the school board;
2. A person certified by the state and appointed by the school board to an administrative or supervisory position;
3. A person certified by the state and under contract to the school board as an instructor;
4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his or her performance as a substitute; or
5. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor, for the period of his or her performance as an employee or contractor.

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. Perform an administrative task required in the school employee's position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

The school district will only release information from, or permit access to, a student's education record with a parent's or eligible student's prior written consent except that the school superintendent, or a person designated in writing by the superintendent, may permit disclosure:

1. When a student seeks or intends to enroll in another school district or a post-secondary school (the district will not further notify the parent or eligible student prior to such a transfer of records; the parent or eligible student has a right to obtain copies of records transferred under this provision);
2. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district;
3. The parties who provide or may provide financial aid to a student to:
    a) Establish the student's eligibility for the aid,
    b) Determine the amount of financial aid,
    c) Establish the conditions for the receipt of the financial aid, or
    d) Enforce the agreement between the provider and the receiver of financial aid;
4. When the school district has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to develop tests, administer student aid, or improve instruction;
5. To accrediting organizations to carry out their accrediting functions;
6. To comply with a judicial order or lawfully issued subpoena (the district will make a reasonable effort to notify the student's parent or the eligible student before making a disclosure under this provision); or
7. If the disclosure is an item of directory information, and the student's parent or eligible student has not refused to allow the district to designate that item as directory information for the student; or
8. In response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

The school district will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons;
2. The information is necessary and needed to meet the emergency;
3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency; or
4. Time is an important and limiting factor in dealing with the emergency.

The school district officials may release information from a student's education record if the student's parent or the eligible student gives prior written consent for disclosure. The written consent must include at least:

1. A specification of the records to be released; The reasons for the disclosure; The person, organization, or the class or organizations to whom the disclosure is to be made;
2. The parent's or eligible student's signature; and
3. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the eligible student may obtain a copy of any records disclosed under this provision.

The school district will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those parties agree that the information will not be re-disclosed without the parent's or eligible student's prior written consent.

RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

The school district will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits with some exceptions listed below. This record will be kept with, but will not be a part of, the student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state, and local officials for the purpose of auditing or enforcing federally supported educational programs.

The record will include at least:
The name of the person or agency that made the request;

1. The interest the person or agency had in the information;
2. The date the person or agency made the request; and
3. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The district will maintain this record as long as it maintains the student's education record.

The record will not include:

1. Requests for access or access granted to the parent of the student or to an eligible student;
2. Request for access granted to officials of the school district who have a legitimate educational interest in the student;
3. Requests for, or disclosures of, information contained in the student's education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or if the disclosure is authorized by such prior consent;
4. Requests for, or disclosure of, directory information designated for that student; or
5. Requests for, or disclosure of, information contained in the student's education record if the request is in response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

The Mississippi Public School Accountability Process Standard for this policy is Standard 8. Additional information regarding Personal Identifiable Information and Student Records can be found in *CCSD Board Policy JRAB- Compliance With FERPA & JR- Student Records.*

Parental Involvement & Engagement

Reference CCSD Policy 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:

1. Develop activities and materials that provide for effective two-way communication between parents and the school on local school policies and individual student progress;
2. Support and encourage parental volunteer opportunities;

3. 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,
4. 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

Coahoma County School District Active Shooter Emergency Response Policy

PURPOSE:
This policy is intended to provide guidance in the event an individual is actively shooting persons at the school site and to comply with the applicable regulations of the Occupational Safety and Health Administration (OSHA).

POLICY:
It is the policy of Coahoma County School District to provide an active shooter emergency response plan to alert employees that an active shooter appears to be actively engaged in killing or attempting to kill people at the school site. Our active shooter response plan is based on giving employees authority to make crucial decisions that will save lives. School shootings typically end within just a few minutes, before law enforcement arrives.

DEFINITIONS:
For purposes of this policy: An **active shooter** is defined as a person or persons who appear to be actively engaged in killing or attempting to kill people on Coahoma County School District's grounds. In most cases active shooters use firearm(s) and display no pattern or method for selection of their victims. In some cases, active shooters use other weapons and/or improvised explosive devices to cause additional victims and act as an impediment to police and emergency responders. These devices may detonate immediately, have delayed detonation fuses, or detonate on contact. A **Lockdown** may be a component of any emergency but is not an automatic response to an active shooter killing students and staff on campus.

Instead, it is recommended you RUN, HIDE, or FIGHT.

PROCEDURES

1. The first employee to identify an active shooter situation will **ALERT** others at the site. Use the loudest, most wide-ranging form of communication available. At SITE we will use **Radios/Phones**, Do not use the fire alarm.
   -Speak in plain language, using the words **ACTIVE SHOOTER.**
   -Location of the incident.
   -Physical description of the shooter(s).
   -Type of weapon (if known).
2. Any employee who is at a location distant and out of immediate threat from the active shooter will immediately call 911 to **INFORM** them of all details available.
3. The phone call to 911 (from the area where the caller is safely concealed) should provide the following information to the 911 operator:
   a. Description of shooter(s) and possible location.
   b. Number and types of weapons.
   c. Shooter's direction of travel.
   d. Location and condition of any victims.

POTENTIAL RESPONSES

In response to an active shooter event there will be three potential courses of action. Employees are granted the authority to choose the course of action that they feel will result in the best outcome for them and their students.

You can choose to RUN, HIDE, or if necessary, FIGHT.

RUN

If there is an accessible escape path, attempt to evacuate the premises, following these recommendations:

1. Have an escape route and plan in mind that will get you and your students out of danger.
2. Assist children or others who cannot run to the best of your ability.
3. Leave your belongings behind.
4. If not in charge of students, evacuate regardless of whether others agree to follow.
5. Prevent others from entering an area where the active shooter may be.
6. Keep your hands visible.
7. Follow the instructions of any Police Officers/First Responders.
8. Do not attempt to move wounded people.
9. Call 911 when you are safe.
10. Go to the pre-arranged site(s) agreed upon for your site. (Football practice field)

HIDE

If evacuation is not possible, find a secure place to hide where the active shooter is less likely to find you or be able to directly engage you. Follow these recommendations:

IF AN ACTIVE SHOOTER IS NEARBY

1. Lock the door and barricade with all heavy furniture and equipment in the room.
2. Silence cell phones and keep students quiet. Dial 911 so the operator can listen to what is going on, even if you cannot talk.
3. Turn off any source of noise: Radios/TV/Learning devices.
4. USE COVER (anything that will protect you from bullets): Full bookcase, masonry wall, heavy desk, etc. and stay low.
5. USE CONCEALMENT (anything that will protect you from being seen): darkness, desks, chairs, doors. Stay away from doorways and windows that can be seen through.
6. Have a plan for an alternate means of escape if possible (through a window, adjoining room, etc.) Use your escape route as soon as you determine it will enhance your survivability. See RUN above.

IF AN ACTIVE SHOOTER IS VERY CLOSE

Lock the door if possible but do not make noise moving items in the room to barricade the door. Follow all the other recommendations above. Get ready to RUN or FIGHT if the shooter gains access.

FIGHT

If it is not possible to Run or Hide and you are confronted face-to-face with an active shooter then you may choose to distract or incapacitate the shooter long enough to increase survivability for yourself and your students. Follow these recommendations:

1. Act as aggressively as possible against the shooter.
2. Yell, create confusion, and distract the shooter in any way possible.
3. Throw items at the shooter.

4. Use improvised weapons (spray with a fire extinguisher, hit with objects, trip, block or hit with chairs and desks).
5. Help others when possible if you see them attempting to incapacitate the shooter.
6. Ensure students are evacuating as rapidly as possible from the active engagement area.
7. Once started, commit yourself to the defensive physical actions.

DISTRICT LAW ENFORCEMENT & (COUNTY & CITY) COORDINATED RESPONSE

Law enforcement personnel will arrive to respond to the emergency. Follow these recommendations:

1. **Comply with all police instructions.** The first responding officers will be focused on stopping the active shooter and that is all. As others arrive they will be clearing areas for follow-on emergency and medical teams.
2. Remain calm, do what you are told without arguing or second-guessing. If you have information about additional shooters or hazards inform them clearly.
3. Put down any items in your hands, raise your hands when coming in contact with officers.
4. Keep your hands visible (interlocked behind head-evacuation only), walk slowly at all times).
5. Avoid making quick movements toward officers. Do not try to hold on to them or get close to them for safety.
6. Avoid pointing, screaming, yelling.
7. If you find a weapon or have taken a weapon from an active shooter DO NOT carry it out in your hands. If safe, leave it where it is. If it is not safe to leave it where it is then attempt to put in a safe location, or bring out in a small container such as an office trash can. Put it down as soon as you see law enforcement and tell them what it is.
8. When evacuating, go the direction the officers are coming from. Do not ask for directions or help.
9. Officers will clear each room in building, before all clear signal is given.

When appropriate, be able to provide information that you know:

1. Number of shooters.
2. Identity and description.
3. Number of victims you saw and location.
4. Type of problem that caused the situation.
5. Type and number of weapons possibly in the possession of the shooter.
6. Number and location of individuals still in the building or in danger.
7. Keys, codes, or access information to all areas.

POST-INCIDENT ACTION

When the police have determined that the active shooter emergency is under control, an "ALL CLEAR" will be given. You may not be allowed back into the school.

1. **Medical Assistance:**
    a. Ensure first aid is applied as soon as possible, when in a safe area.
    b. Treat severe bleeding and life-threatening wounds first.
    c. Enlist all available help to prevent loss of blood, shock, and other trauma conditions.
    d. Report all injuries to medical authorities on site as soon as possible.
    e. For non-emergency employee injuries, contact the school Nurse for treatment instructions. In emergency medical situations, first responders will provide appropriate medical assistance.
2. **Accountability:**
    a. If in charge of students, attempt to gain accountability as soon as possible.
    b. Communicate your status and the accountability of your students by calling role, accounting for and verify each student is present and unharmed. Teachers report head count to Principal, Principal report to Superintendent or designee.
    c. Students will be returned to parents in the following manner: Superintendent will determine how and when students are reunited with families:
3. **Counseling:**
    a. Following an active shooter event, counseling and support will be provided by school counselors, nurses, and behavioral health professionals.
    b. Employees and family members can contact the Employee Assistance Plan for additional resources.
4. **OSHA.** In the event there is a fatality or an employee is hospitalized for treatment, OSHA must be notified. If there is a fatality, OSHA must be notified within 8 hours. In the event of a hospitalization, OSHA must be notified within 24 hours. Human Resources/Office personnel will ensure that the SIA Early Intervention Nurse has all the information needed to make this report on the district's behalf.
5. **Media.** The district will designate a representative(s) who will respond to any media requests for information. The representative(s) will carefully consider the nature of any such requests to avoid disclosing confidential and/or protected information that is protected by Federal and State privacy and medical information laws and regulations. Care will be taken to avoid relaying information that could interfere with any ongoing federal or local law enforcement or district investigation.

REFERENCES:

US Department of Homeland Security Active Shooter How-To-Respond, October 2008
US FBI Active Shooter Planning and Response in a Healthcare Setting, April 2015
ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute Active Shooter Response Procedures, 2016 www.alicetraining.com
WORKPLACE VIOLENCE - ACTIVE SHOOTER RESPONSE, Mark A. Lies, II. www.seyfarth.com

COORDINATION:

This policy has been coordinated with the local organizations:

Chief of Police (School District): **Stephen James- 662.902.8780**
Local Police: **Vince Ramirez- 662.621.8154**
Sheriff: **Mario Magsby, Sr -662.624.2411**
Mississippi Highway Patrol Batesville: **662.563.6400**
Fire Department: **Charles Lane**- **662.624.3034**
Emergency Management: **Charles Hale -662.624.3041**
Hospital/emergency responders: **662-627-3211**

Special Education Requirements

Section 504 of the Rehabilitation Act

Federal laws prohibit school districts from discriminating against students with disabilities (such as denying them appropriate transportation) "solely by reason" of their disability. The objective of Section 504 is to remove barriers—physical, definitional, administrative, psychological, or otherwise—to participation by or service to students with disabilities. Moreover, a school district must make "reasonable accommodation" to transport the student if that is necessary. As an example, a school district cannot avoid charges of discrimination under Section 504 by offering a student with disabilities exactly the same services available to a student without special needs, when it is apparent that the student with special needs will be unable to use the service.

Individuals with Disabilities Education Act – IDEA

The objective of IDEA is broader and more specific than Section 504. First, congress wanted to ensure that schools are, in fact, providing all students with the same access to public education, in much the same educational setting, regardless of any disability. The second congressional objective was to be sure that the educational services being provided are ones targeted to the student's individual needs.
To realize these objectives, IDEA requires that:

- Each qualified student with disabilities is provided a free appropriate public education (FAPE).
- FAPE consists of any special education programming and related services the student requires. Transportation is a related service.
- Each student's needs are to be determined individually by qualified personnel using methods appropriate for that student's disability.
- The student's present capabilities, anticipated needs and goals, and a method for measuring them should be stated and revised at least annually in an individualized education program (IEP).
- Based on the IEP, the student must receive those services in the least restrictive environment (LRE). An LRE is a setting as close to the one in which the student would be placed if he or she did not have special needs, differing only to the extent necessary to provide required service. LRE applies to related services as well.
- Parents are consulted about and consent to their child's education program and placement. In the event they disagree with school district proposals, parents have the right to challenge any aspect of the program by invoking procedural safeguards, which include the right to go to hearing.

Under federal law, a school district will generally be required to provide transportation for students with disabilities to special education programs even if it does not provide similar transportation to the general student population. When the student is being provided educational services under Section 504, special transportation may not be required. Many Section 504 students will be provided transportation on basic education routes.

COAHOMA COUNTY SCHOOL DISTRICT
Eddie Butler, Director of Transportation
(662)627-7819

Transportation Protocols

Eligibility/Scheduling/Routing
Bus routes are established under the direction of the Superintendent of Schools in cooperation with the District Transportation Director. Students residing within a mile of a school will be expected to walk to school unless otherwise specified in this policy. School bus stops shall be arranged by the transportation director taking into consideration the safety of all children on the bus and time factors. Guidelines for determining school bus stops shall include but not be limited to:

1) Transportation service will be provided to residents living in the Coahoma County School District.

2) Transportation will be provided on side roads that are maintained by town highway departments unless the lack of maintenance makes it unsafe for drivers and students to be traversing these roads. Examples of unsafe conditions are flooding, road erosion, ice, snow, mud, and lack of adequate turn around space. Turnarounds will be established only when adequate space is available and this space is properly maintained.

3) Transportation will not be provided on highways and private property that have not been dedicated and/or maintained by the town, county, and/or state highway departments.

4) Generally, dead end and loop streets will not be serviced by school buses. Whenever possible, stops will be at the intersections of two streets.

5) An effort will be made to minimize the crossing of the road by students.

6) Walking distances to pick up points may vary according to grade level. Generally, grade levels K-5 will not be required to walk distances in excess of one-half mile and grade levels 6-12 will not be required to walk distances in excess of one mile.

Each year, due to changing demographics, there may be a need for changes and adjustments in bus routes. Also, pick up and drop off times may change within the first few weeks of school, but as drivers establish their routes there should be few changes or delays throughout the year.
Please let the office know if there are any changes regarding your child. If they are not riding the bus or are riding only in the afternoon or in the morning, we need to be notified. As always for student's safety, drivers are not authorized to go by notes handed to them by the student regarding drop off at another address. All such notes should go to the main office of your child's school, and the school will notify the transportation department.

Emergency Delays and Closings

When schools are forced to close, or dismiss students early due to inclement weather or other emergency conditions, that information is reported on the CCSD website. Emergency closing information is also released to local TV and radio stations. Parents and staff should also receive a recorded voice message.
When CCSD schools are closed due to weather, all transportation is canceled.

Board Responsibilities

It is the responsibility of the Board of Education to set policy regarding bus transportation for the District.

Superintendent's Responsibilities

The responsibility for administering the transportation program rests with the Superintendent of Schools. The administration is expected to adhere to all applicable laws, regulations, and policies established by federal, state and local authorities. This responsibility is, in part, delegated to the Director of Transportation.

Director of Transportation Responsibilities

Ensure the safe travel of all students by:

- Responding to parental concerns and questions.
- Maintaining a safe bus fleet by maintaining a more than an acceptable Department of Transportation passing rate.
- Maintaining driver files according to MS Department of Motor Vehicles and Mississippi Department of Education criteria.
- Administering proper driver and attendant training, reviews, examinations, and tests required by MDE and MS Department of Motor Vehicles.
- Maintaining a federally approved drug and alcohol testing program for all safety-sensitive employees.
- Conducting at least two safety drills per year as required by the MDE.
- Ensuring that students ride only in their assigned school buses and get off only at assigned bus stops, except when the district has approved alternative buses or arrangements.

Principals' Responsibilities

- To work with the Transportation Department in developing and maintaining schedules, as well as assisting with other problems related to the transportation of students.
- To provide supervision for loading and unloading of school buses with the assistance of the school staff.
- To support the bus driver in taking whatever disciplinary action is necessary in order to maintain good behavior on the bus. If the Principal suspends a student's privilege of riding a school bus, the suspension shall be communicated, in writing, directly to the parent or guardian of the child, and to the Transportation Department. The suspension shall not become effective until proper notification has been made to the parent or guardian.

- To notify the Transportation Department of new students who are eligible to ride the school bus.
- To report to the Transportation Department all violations related to the safe operation of buses assigned to transport students.
- To conduct bus drills as outlined by MDE Accountability Standards.
- Building Principals, in concert with the Bus Drivers, will assign seats to all eligible K-12 students as necessary.

Video surveillance cameras may be operating on school buses at any time. Students' pictures and conversations may be recorded. Surveillance tapes are considered confidential student records and, as such, are for use by district staff and will not be released to third parties except as required by law. **Video Observation System (VOS)** ***The Coahoma County School District believes that video and audio from the camera use on the buses helps to deter and identify behavior that needs to be addressed for purposes of providing an orderly and safe bus. Therefore, the use of video and audio cameras on district routes shall be governed by the following procedures:***

- The video cameras and tapes are the exclusive property of the Coahoma County School District.
- The Coahoma County School District will determine which bus routes will be taped and the times of taping.
- Placement and removal of cameras and tapes on buses will only occur under the direction of the Transportation Director.
- Under no circumstances should bus drivers have access to the tapes unless the Coahoma School District Transportation Director grants them such access.
- Student confidentiality is extremely important and only the District Transportation Director and those whom the Administrators deem necessary may have access to the tapes for viewing.
- **Students should be aware that their actions and communications could be recorded at any time by the utilization of the VOS and upon review of a student's action on the VOS tape, a discipline notice may be issued. Parents/guardians should be aware that the recorded video will not be made public and will only be viewed by authorized district personnel.**

Driver's Responsibilities

1. Maintain authorized route.
2. Only stop at authorized stops.
3. Maintain a consistent schedule.
4. Be familiar with and practice safe driving practices.
5. Maintain order on the bus and report promptly serious violations to the school principal for action.
6. Assign seats and generate a seating chart.
7. Be responsible for keeping the bus clean, inside & outside.
8. Conduct and document required daily maintenance check.

Students' Responsibilities

PERSONAL RESPECT CONCEPTS – The following personal conduct is expected of students:

- Treat every person with respect and take responsibility for your own actions.
- Listen to the instructions of adults in charge.
- No pushing, no hitting, no threats, no name-calling, no profanity, no bullying, no cruel humor and no put-downs.
- Leave home early enough to arrive at your bus stop 5 minutes early.
- Wait for your bus in a safe place – well off (15') the roadway. Refrain from horseplay.
- Enter the bus in an orderly manner (walk) and take your seat. Cross only in front of the bus after the driver signals.
- Follow the instructions of your school bus driver. Do not be a distraction.
- Remain in your seat while your bus is in motion.
- Keep your head, hands, and arms in the bus at all times. Do not open windows without your driver's permission.
- Keep aisles clear at all times. Only bring items that can be held in your lap or fit under the seat.
- Remain quiet and orderly.
- Be courteous to your bus driver and fellow passengers.
- Be alert to traffic when leaving the bus. Do not wear anything with dangling strings that could get snagged. Only cross in front of your bus. Do not try to retrieve any dropped objects until after your bus leaves.
- Keep the bus clean. No eating or drinking on the bus. Smoking, chewing tobacco, and alcoholic beverages are not permitted on the bus or on school property at any time.
- Report any problems to the Bus Driver and/or the Building Principal.
- Emergency equipment and exits are only to be used when appropriate.
- Students or parents may be asked to pay for any damages/vandalism deliberately inflicted to the bus by students.
- Obey the instructions of the bus driver. At no time will a student act toward, or address comments to a bus driver in a disrespectful manner, or refuse to cooperate with the driver.
- Board and leave the bus at designated stops only.
- Only the students who are **eligible** to ride may be transported and must ride their **assigned** bus.
- Do not ask to ride home on another bus with a friend. This will only be allowed in an emergency situation and must be pre-approved by a Principal.
- It is the responsibility of the parent/guardian to provide transportation to school if a child misses the bus.
- Students will abide the individual school's rules and regulations concerning bus students, including conduct.

The District (driver) is not responsible for the conduct of students before they enter or after they exit the bus.

PARENTS'/GUARDIANS RESPONSIBILITIES

1. To assist the school by:
   - Insisting that students are at their bus stop 5 minutes prior to scheduled arrival.
   - Encouraging student cooperation with school officials and the bus driver.
   - Encouragement of compliance with bus safety rules and regulations.
2. To accompany young students to the bus in the morning and to meet them in the afternoon for the purpose of supervising their conduct and assisting in the establishment of desirable safety practices.
3. To report to the principal of the school any injury or accident that has involved their students on the bus and to also notify the Transportation Office. This report should include the bus number, route number, place of accident or injury, and the bus driver's name.

4. To report to the Transportation Office any moving violation of a bus driver giving bus number, route number, time and nature of the violation.
5. To report to the Transportation Office any defective equipment observed on a bus such as faulty lights, mufflers, brakes, signals, etc., giving the bus number and nature of the defect.
6. Stay clear of bus blind spots (closer than 15') at bus stops, as well as around school buildings.
7. Avoid letting your child bring large objects on the bus.
8. Please note the following regarding after school drop-offs for students in Kindergarten and First grade. An approved parent or adult (18 or older) needs to meet the bus to take your child off the bus.
9. Students or parents may be asked to pay for any damages/vandalism deliberately inflicted to the bus by students.
10. Parent/guardian cooperation is essential to the well-being of a student on the bus as well as in the classroom. Parent/guardian obligations are as follows:
    - To provide the necessary protection for students traveling to and from the bus stop during time of inclement weather.
    - To assume joint responsibility with school authorities for the proper conduct of students.
    - To provide transportation of a student who is suspended from riding the bus.
    - To instruct their children on what to do if the bus is missed. Parents/guardians are responsible for transporting their child to school if the child misses the bus.
    - To provide other means of transportation for dropping off or picking up a child's oversized instrument, school project or any other items that are prohibited from taking on the bus.
    - To explain the bus rules and regulations to their children so that both parents/guardians and students understand.

Staff Protection

No parent, guardian or other person shall insult or abuse a teacher or bus driver while school is in session in the presence of school pupils, under penalty of law §37-11-21. The CCSD Board of Trustees recognizes that from time to time it may be necessary to press legal charges against students or non-students for violations which occur at school, on the bus, or at school related activities.

Bus Schedules

Buses will run as close as possible to the published schedule. However, the first several weeks of school are a period of adjustment. Routes may run early, or may occasionally run late until revisions are made. Please keep this in mind when arranging personal schedules. The District reserves the right to alter a bus route if there is a change in ridership. Families will be notified of any significant change.

Parents/guardians should discuss with their children a plan of action if the morning bus is missed. Students should know if their parents/guardians expect them to return home, go to a neighbor, walk to school, etc. (When mechanical or other problems cause a bus to run late, the schools will be notified, and the bus will make every stop, regardless of how late it is.)

Bus Rider Responsibilities (Prior to loading/going to the bus stop)

Dress for the weather and time of day. If it is rainy or dark, and visibility is poor, wear a raincoat or bright-colored clothing with reflective material, etc. Start extra early, walk carefully and stay alert.
Each pupil who rides a bus will be expected to behave in a manner which will make the ride safe and pleasant for passengers and driver and keep the bus on schedule.

Procedures for Waiting and Loading the Bus

- Be at your bus stop five minutes before scheduled pick up time. Driver will not wait or honk.
- Driver will not pick up a student unless they are at their designated stop.
- Stand on the sidewalk or back from the roadway while waiting for the bus.
- When the bus approaches, form a line and be prepared to load immediately.
- Stand clear of the bus until it comes to a complete stop.
- If a student misses the bus, the bus will not return.
- Students will abide by the individual school's rules and regulations concerning bus students, including conduct.
- Do not push or shove.
- Use the handrail and steps.
- Go to your seat. The bus will not move until all students are seated.
- Once the bus door is shut and preparing to depart, a student may not be admitted to ride.

Riding on the Bus

- Remain seated while the bus is moving.
- Do not change seats.
- A student shall not refuse to sit in an assigned seat or deny another place to sit.
- Each student will be expected to remain seated for the duration of the trip, and remain seated until the bus door opens at their designated stop.
- Normal conversation is permitted; any load noises may distract the driver and create an unsafe condition.
- Scuffling, fighting, and the use of obscene, vulgar, or profane language and gestures are forbidden.
- Do not throw objects inside or out of the bus.
- Do not mark, cut, or scratch any part of the bus. Vandalism costs will be paid by the person who is responsible.
- The emergency door and exit controls should be used by pupils only during supervised drills or actual emergencies.
- Students shall never attempt to operate the passenger door or other driver controls except in cases of extreme emergency.
- Student shall face forward for the duration of the trip, and shall keep their feet on the floor in front of them and out of the bus aisle.
- Video and audio recordings may be made of student activity on the bus for disciplinary and training purposes.

Getting off the Bus

- Stay seated until the bus is completely stopped.

- Be sure to take all your belongings, the bus driver and school will not be responsible for any items left behind.
- Use the handrail to take one step at a time when leaving the bus.
- Wait for your turn to leave the bus; pushing and crowding will only slow the process and may cause an accident.
- Students will be released from the bus only at their designated bus stop or attending school.
- If an emergency arises, you must have written permission to get off the bus at a stop other than your own. Present a written request to your Principal.
- Do not chase or hang on the bus at any time.
- If any article drops or rolls near or under the bus, do not go after it. Go to the door of the bus and ask the driver for help.

Crossing the Street or a Highway

- All students living on the left side of the roadway shall exit the bus and move to a point 10 to 12 feet in front of the right bumper and wait for the driver to signal you that it is safe to cross.
- Check in both directions and walk directly across the road.
- Never cross the road behind the bus.
- CAUTION! Be alert for the vehicles that do not stop when the bus is loading or unloading students.
- Cross all streets at intersections. Obey all traffic signals and signs on your way home.

Prohibited Items (In other words, items not allowed on the bus.)

- Tobacco products including e-cigarettes, matches, or lighters
- Live animals or insects.
- Glass containers.
- Alcoholic beverages.
- Weapons, explosives (such as fireworks), knives, water guns, or unsheathed pointed articles or any other object that could be considered dangerous or conflict with the safety of the students and the driver.
- Any article (projects, band instruments, etc.) too large to be held in the student's lap or which imposes on other riders will not be allowed on the bus. Parents/guardians should make prior arrangements to pick up or drop off such items.
- Food, drinks, and gum (no eating, drinking, or chewing gum on the bus is permitted.)
- Electronic devices need to be used with headphones.
- Any type of object carried onto the bus that the driver determines to be dangerous or may cause student disruption may be refused

Accidents or Emergencies

- Follow the driver's instructions.
- If you must leave the bus, stay in a group.
- The following procedures will be used for evacuation in an emergency situation:
    - The student nearest the door will open the door and hold it open.
    - Leave the bus in a single file as quickly and quietly as possible.
    - Evacuation will start with the seat closest to the door.
    - Once outside the bus, follow the driver's instructions completely.

Note: Buses will perform practice drills during the year to help prepare students.

Co-curricular Trips

- Bus rider rules apply to all school-sponsored events.
- Discipline will be the responsibility of the building Principal and the trip sponsor/supervisor.
- The bus must return clean when returning from the trip.

Disciplinary Procedures

The school bus is an extension of the classroom. All the rules that apply in the classroom carry over on the bus. The Principal will administer discipline procedures, with assistance from the bus driver and Director of Transportation. All school board policies that apply to a student conduct and other student related activities, apply on the school bus. The bus driver oversees students when they are on the bus. The school may take disciplinary action for a student's misbehavior while he/she is in transit by school bus to and from school, or any school sponsored activity. A student who fails to comply with the bus regulations, may lose the privilege of riding on a school bus. For safety's sake, the drivers must have complete order. If the behavior continues and the bus driver has warned the student and/or assigned a seat, a bus report is written and forwarded to the Principal and Director of Transportation. Discipline will be progressively administered with an increasing degree of intervention, which is designed to promote student self-discipline. School officials shall notify local law enforcement authorities if they suspect that criminal acts have occurred on school buses.

The following disciplinary options are available to School Administrators:

- Change of seat assignment
- ISS (In-school Suspension)
- Restitution for damage, if applicable
- Confiscation of prohibited nuisance items
- Co-Curricular/Athletic Code Violation Consequences
- Suspension of bus privilege
- Out of School Suspension
- Referral to law enforcement agency
- Expulsion

STEPS OF CONSEQUENCES FOR SAFETY INFRACTIONS

- **1st Offense**- Bus Driver warning.
- **2nd Offense**- Bus Report #1 and meeting with Principal.
- **3rd Offense**- Bus Report #2, parents/guardians will be contacted and discipline will be given by the Principal.
- **4th Offense**- Bus Report #3 and the student will not be allowed to ride the bus for 3 days.
- **5th Offense**- Bus Report #4 and the student will not be allowed to ride the bus for 5 days. Parents/guardians must meet with the Principal, Director of Transportation and driver before the student will be allowed back on the bus.

A SERIOUS INFRACTION WILL RESULT IN AN IMMEDIATE SUSPENSION.

COAHOMA COUNTY SCHOOL DISTRICT
Committed to Caring...Dedicated to Excellence

Crystal Hall Gooden, Superintendent

2026– 2027 Parents' Right to Know

Dear Parents/Legal Guardian:

In accordance with ESEA Section 1111(h)(6) PARENTS RIGHT-TO-KNOW, the Coahoma County School District is notifying every parent of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teacher includes, at a minimum, the following:

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

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

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

If you have questions, please feel free to contact the principal of your child's school.

Educationally,

Crystal Hall Gooden, Superintendent

Parent-Student-School Compact
2026-2027

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

_____ _____

Student Signature **Date**

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**

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**

COUNSELOR/ 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/Graduation Coach 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

COAHOMA COUNTY SCHOOL DISTRICT

Committed to Caring...Dedicated to Excellence

Crystal Hall Gooden, Superintendent

2026– 2027 Student Handbook/Code of Conduct/ School – Parent Compact Notification Letter

Dear Parents or Guardians:

This publication – Student Handbook - contains information for parents, guardians, and students that pertain to codes of conduct for students, operational and procedural guidelines for school operations, district policies, etc. It is intended to serve as a school and district resource to students, parents, and staff. The information in this publication is reviewed and revised annually and provides general information regarding the district's policies, practices and procedures. For example, 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 that is utilized 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 that 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 providing a **safe school environment 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,

Crystal Hall Gooden, Superintendent

COAHOMA COUNTY SCHOOL DISTRICT

Acknowledgement of Receipt of Student Handbook

(Please sign and return this page)

I have been made aware of the availability and/or have received a copy of the 2026 – 2027 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: _____

Grade Level: _____

Homeroom Teacher: _____

Parent's Signature: _____

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

Date: _____