

- The right to be informed about FERPA rights.

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

For more information, see Policy JRAB Compliance with FERPA.

Academic/Assessment

Grades

Grading Scale Kindergarten	Elementary	Middle & High School
M = Mastered	A (Excellent) 90-100	A (Excellent) 90-100
O = Ongoing	B (Above Average) 80-89	B (Above Average) 80-89
NM = Not Mastered	C (Average) 70-79	C (Average) 70-79
	D (Below Average) 65-69	D (Below Average) 65-69
	F (Failure) 64 and below	F (Failure) 64 and below

School Board Policy: IHA

Progress Reports

Progress reports will be given to all students on the dates scheduled. Teachers have the option of sending additional progress reports at any point they deem necessary throughout the academic year. Progress reports are to be signed by a parent/legal guardian/custodial parent and returned to the teacher within two (2) school days after having been issued. Parents may access live data on student attendance, discipline, and grades through Active Parent.

Report Cards

Grades are issued four (4) times each school year (every 9 weeks) in all schools. Grades are accessible online through Active Parent.

Types of Grades

G-1 – (Minor Grades) 55%

Teachers will assign and grade a minimum of 10 minor grades per nine weeks. Minor grades include, but are not limited to, a variety of gradable items such as quizzes, lab work, and daily grades.

G-2 (Major Grades) 45%

Teachers will give a minimum of four (4) major grades per nine weeks. Major grades include assessments and projects. Teachers shall enter two (2) major grades before progress reports.

Teachers will update their grades a minimum of once per week.

G-3 grades (only apply to secondary students). G3 grades are end of semester assessments. The G3 assessments will count (10%). At the end of 2nd nine weeks and 4th nine weeks, G-1 grades will count 50%, G2 grades will count 40%, G3 will count 10 % .

Homework

Homework will be given by teachers in grades K-12 a minimum of five (5) times per nine weeks. Teachers will review all homework with students promptly. Homework is intended for practice and should not be graded.

Active Parent

Active Parent is a feature of the Cleveland School District's student management package. Establishing an Active Parent account allows parents to view student grades, attendance, and discipline.

Instructions for establishing an Active Parent account

- Go to www.cleveland.k12.ms.us
- Click the Active Parent link under quick links on the left side of the district webpage
- Fill out the requested information and submit request
- Request will be approved

Academic Guidelines

1. There will be a clear distinction between discipline and academic work. No student will have points deducted from his/her grade once points are earned. A grade of zero (0) will not be given as a means of discipline.
2. Students who are cheating on tests or assignments will be given an alternate assessment.
3. All students will be given a progress report in the middle of each grading period.
4. Teacher-parent conferences are encouraged, and an effort should be made to arrange such conferences to ensure student progress. Conferences are scheduled through the school office.

English Language Learners (EL)

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

IDENTIFICATION

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

1. was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
2. is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency; or
3. is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

4. who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

For more information, see Policy IK Limited English Proficiency Instruction.

Promotion and Retention

Promotion and retention shall be based upon the mastery of objectives.

1. The Cleveland School District school board shall establish standards for graduation from its schools which shall include as a minimum:
 - a. Mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education.
 - b. Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the district school board.
2. A student who meets all requirements prescribed in subsection (1) of this section shall be awarded a standard diploma in a form prescribed by the state board.
3. The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation. ' 37-16-7

SPECIAL EDUCATION STUDENTS

The State Department of Education shall establish goals for the performance of students with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for students established by the State Department of Education. Performance indicators used to assess progress toward achieving those goals that, at a minimum, address the performance of students with disabilities on assessments, drop-out rates, and graduation rates shall be developed. Every two (2) years, the progress toward meeting the established performance goals shall be reported to the public. '37-23-133 and ' 37-23-1

For information on the awarding of a special diploma, please refer to MS Code ' 37-16-11.

School Board Policy: IHE

PROMOTION AND RETENTION PROCEDURES

Successful completion of a course shall be based on a final grade average of 65 (D) or higher.

Grade K

Suggested promotion in grade K will be determined based on 65% mastery of state objectives in reading, language arts, and math, as noted on the report card for the last nine weeks.

Grades 1-6

If a student fails one or more core course(s), the student will not be promoted to the next grade level. The core courses are reading, language arts, math, and science (5th grade only). **If offered by CSD** and administrative approval is obtained, the student may be allowed to attend the