

Dr. Lisa Bramuchi, Superintendent of Schools

Student Handbook

2026-2027

Address: 305 Merritt Drive, Cleveland, MS 38732
Phone: 662-843-3529

Cleveland School District
Dr. Lisa Bramuchi, Superintendent of Schools
305 Merritt Drive | Cleveland, MS 38732
Ph: 662.843.3529 | Fax: 662.441.1938| www.cleveland.k12.ms.us
Office of the Superintendent

Dear Cleveland School District Community:

It is an honor to welcome you to the 2026-2027 school year. As superintendent, it is my goal to lead efforts in sustained change for the school district and community. I want to be a positive spokesperson for student achievement and ensure we involve all stakeholders in maintaining a safe and healthy environment where students can learn.
The student handbook is our guide to our district's policies, guidelines, and procedures. Please take the time to familiarize yourself and your child (ren) with the handbook along with our board policy. As we continue to make learning essential for all, we must maintain consistency in our daily learning environment.
On behalf of the Cleveland School District, I thank you for your support of our schools. We will continue to work toward our vision *to develop a community of lifelong learners who are productive citizens who engage in studies that will enable them to creatively and effectively learn and apply information*.

I wish each of you a successful school year.

Sincerely,

Dr. Lisa Bramuchi

Superintendent of Schools

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Our District

Our Vision

Committed to the development of productive and successful citizens through innovative and diverse learning opportunities.

Our Mission

Committed to the educational and extracurricular achievements of all learners

Our Goals

- Student Achievement: Committed to the development and implementation of a rigorous curriculum and assessment system in alignment with the state standards and assessment system.
- Positive Culture: Committed to providing a safe and orderly learning environment where all stakeholders are valued and respected.
- Community Engagement: Committed to fostering a collaborative relationship with all stakeholders to achieve excellence in all aspects of the district.
- Employee Retention: Committed to the recruitment and retention of committed teachers and administrators that will provide an educational system of excellence.
- Fiscal Accountability: Committed to the use of fiscal resources effectively and efficiently to accomplish the district's commitment to excellence.

Board of Trustees

Ms. Paulette Howze, President

Mr. Richard Boggs, Vice President

Mr. George Evans, Parliamentarian

Mrs. Lucille Holmes, Secretary

Mrs. Beverely Janoush, Chaplin

Mr. Arnold Luciano, Board Attorney

Ms. Shelia Bell, Board Clerk

Administrative Staff

Dr. Lisa Bramuchi, Superintendent of Schools

Charles Johnson, Deputy Superintendent of Operations

Mr. Kennith Harris, Business Manager

Mr. Nathan Towers, Federal Programs Director

Mrs. Nikki Towers, Curriculum & Instruction Director

Mrs. Markeita Brinkley, Special Services Director

Mrs. Anna Bennett, MSIS/Data Management Coordinator

Mr. Gerald Wesley Jr., Chief of Safety and Security

Mr. Henry Alexander, Transportation Director

Ms. Amelia Jones, Human Resources Coordinator

Ms. Shenika Newson, Child Nutrition Director

Mr. Michael Harrington, Maintenance Director

Mr. Keithan Dear, Technology Director

Mrs. Patsy Clerk, ELC/Family & Community Engagement Coordinator

Dr. Derek Bell, Director of WRAC

School Contact Information & Times

School Contact Information

Elementary Schools

Bell Academy
Tiffanie Russell, Principal
662.843.4572
trussell@cleveland.k12.ms.us

Parks
Holly Wells, Principal
662.843.3166
hwells@cleveland.k12.ms.us

Hayes Cooper Center
Kacie Neville, Interim Principal
662.748.2734
kneville@cleveland.k12.ms.us

Pearman
Jo'Nathan Davis, Interim Principal
662.843.4484
jdavis@cleveland.k12.ms.us

H. M. Nailor
Nanette Williams, Interim Principal
662.843.4528
nwilliams@cleveland.k12.ms.us

D. M. Smith
Rasheda Barksdale, Principal
662.843.4355
rbarksdale@cleveland.k12.ms.us

Secondary Schools

Cleveland Central Middle School
Mrs. Cathy Sparks, Principal
662.843.2338
cdancer@cleveland.k12.ms.us

Cleveland Central High School
Precious Redmond, Principal
662.843.2460
predmond@cleveland.k12.ms.us

Specialty Schools

Cleveland Career Development & Technology Center
Equonda Jackson, Director
662.843.8818
ejackson@cleveland.k12.ms.us

Walter Robinson Achievement Center Achievement Center for Excellence
Dr. Derek Bell, Director
(662) 846-6478
dbell@cleveland.k12.ms.us

Elementary & Secondary Schools Hours of Operation

Elementary Schools

Bell Academy
Office Hours
7:15 am – 3:30 pm
Instructional Day
8:00 am – 3:00 pm
Earliest Student Drop Off
7:30 am
Morning Bus Unloading
7:30 am
Latest Student Pick-up
3:15 pm

Parks
Office Hours
7:15 am - 3:30 pm
Instructional Day
8:00 am – 3:00 pm
Earliest Student Drop Off
7:30 am
Morning Bus Unloading
7:30 am
Latest Student Pick-up
3:15 pm

Hayes Cooper
Office Hours
7:15 am - 3:30 pm
Instructional Day
8:00 am – 3:00 pm
Earliest Student Drop Off
7:30 am
Morning Bus Unloading
7:30 am
Latest Student Pick-up
3:15 pm

Pearman
Office Hours
7:15 am - 3:30 pm
Instructional Day
8:00 am – 3:00 pm
Earliest Student Drop Off
7:30 am
Morning Bus Unloading
7:30 am
Latest Student Pick-up
3:15 pm

Nailor
Office Hours
7:15 am - 3:30 pm
Instructional Day
8:00 am – 3:00 pm
Earliest Student Drop Off
7:30 am
Morning Bus Unloading
7:30 am
Latest Student Pick-up
3:15 pm

D.M. Smith
Office Hours
7:15 am - 3:30 pm
Instructional Day
8:00 am – 3:00 pm
Earliest Student Drop Off
7:30 am
Morning Bus Unloading
7:30 am
Latest Student Pick-up
3:15 pm

Secondary Schools

Cleveland Central Middle School
Office Hours
7:45 am - 4:00 pm
Instructional Day
8:00 am - 3:20 pm
Earliest Student Drop Off
7:30 am
Morning Bus Unloading
7:30 am
Latest Student Pick-up
4:00 pm

Cleveland Central High School
Office Hours
7:30 am - 3:45 pm
Instructional Day
8:10 am - 3:20 pm
Earliest Student Drop Off
7:30 am
Morning Bus Unloading
7:30 am
Latest Student Pick-up
4:00 pm

CLEVELAND SCHOOL DISTRICT

2026-2027 SCHOOL YEAR CALENDAR

Superintendent, Dr. Lisa Bramuchi

Address: 305 Merritt Drive, Cleveland, MS 38732 | Phone: 662-843-3529

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					

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			

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

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					

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		

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						

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						

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			

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	

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					

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			

School Holidays | Teacher PD Days | District Registration | Progress Reports | Report Cards | First/Last Day of School

KEY DATES

Inclement Weather Make-Up Days
March 26th and March 29th

Registration: July 13th-27th
First Day of School: August 4th
Labor Day: September 7th
End of 1st 9 weeks: October 2nd
Teacher PD Day: October 2nd
1st 9 weeks Report Card: October 8th
Fall Break: October 5th-6th
Thanksgiving Holidays: November 23rd -27th

End of 2nd 9 weeks: December 18th (63% Day)
Christmas Holidays: December 21st – January 1st
2nd 9 weeks Report Card: January 8th
MLK Day: January 18th
President's Day: February 15th
End of 3rd 9 weeks: March 5th
Spring Break: March 8th -12th

3rd 9 weeks Report Card: March 18th
Easter Holidays: March 26th – March 29th
Seniors Last Day: May 18th
Last Day of School: May 21st
Last Day for Teachers: May 24th
Graduation: Saturday May 22nd
Memorial Holiday: May 31st

Teacher Days (187)
Student Days (180)

#COMMITTED TO EXCELLENCE

Cleveland School District
@CSDK12MS
@clevelandschooldistrict

Introduction

This handbook has been prepared to provide information concerning the policies and procedures of the Cleveland School District. These policies and procedures are designed to create a positive school learning climate for all students. They should be read carefully and discussed by parents/legal guardians and students.

Prohibited activities, offenses, violations, and misbehavior described in this handbook shall pertain to any student who is on school property, on the school bus, on the way to and from school, or who is in attendance at school or at a school-sponsored activity. School-sponsored activity includes, but shall not be limited to, practice, rehearsal, curricular and co- curricular activities, on and off school property, within and outside the school district.

The law also includes conduct occurring on property other than school property or other than at a school-related activity or event when such conduct by a pupil, in the determination of the school superintendent or principal, renders that pupil'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, and to delegate such authority to the appropriate officials of the school district. Reference: 97-37-17, 37-7-301(e), and 37-9-71

Annual Notice of Non-Discrimination

The Cleveland School District does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, or any other classification protected by law in its education programs, activities, services, or employment practices. This prohibition includes discrimination, harassment, sexual harassment, and retaliation. The District will provide equal access to school facilities and programs as required by applicable law.

Questions, complaints, or requests for information regarding discrimination on the basis of sex, including sexual harassment and Title IX, may be directed to the Title IX Coordinator: Charles Johnson, Deputy Superintendent, Cleveland School District, 305 Merritt Drive, Cleveland, MS 38732; Phone: 662.843.3529; Fax: 662.441.1938; Email: titleix@cleveland.k12.ms.us.

Questions, complaints, or requests for information regarding disability discrimination, Section 504, or the Americans with Disabilities Act may be directed to the Section 504/ADA Coordinator: Mrs. Markeita Brinkley, Special Services Director, Cleveland School District, 305 Merritt Drive, Cleveland, MS 38732; Phone: 662.843.3529; Email: mwilliams@clevelan.k12.ms.us.

A report may be made in person, by mail, by telephone, by electronic mail, or by any other method that results in the appropriate coordinator receiving the report. Reports may be made by any person, including a student, parent/guardian, employee, or third party. Retaliation against any person who reports discrimination or participates in an investigation is prohibited.

The District will respond to complaints under the applicable Board policy and grievance procedure. Nothing in this handbook prevents a person from filing a complaint with the U.S. Department of Education, Office for Civil Rights, or another agency with jurisdiction.

Annual Public Notice of Non-Discrimination in Career and Technical Education Programs

The Cleveland School District and the Cleveland Career Development & Technology Center do not discriminate in enrollment, access, participation, treatment, or employment in career and technical education programs on the basis of race, color, national origin, sex, disability, age, religion, or any other classification protected by law.

Lack of English language skills will not be a barrier to admission to or participation in career and technical education programs. The District will provide language assistance and disability accommodations as required by law.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Americans with Disabilities Act, and applicable Mississippi law.

Individuals with questions, complaints, or requests for additional information concerning career and technical education offerings, specific prerequisite criteria, admission procedures, accommodations, or grievance procedures may contact: Career and Technical Education Director, Equonda Jackson, Cleveland Career Development & Technology Center, Phone: 662.843.8818; Email: ejackson@cleveland.k12.ms.us.

Title IX Coordinator: Charles Johnson, Deputy Superintendent, 305 Merritt Drive, Cleveland, MS 38732; Phone: 662.843.3529; Email: titleix@cleveland.k12.ms.us. Section 504/ADA Coordinator: Mrs. Markeita Brinkley, Special Services Director, 305 Merritt Drive, Cleveland, MS 38732; Phone: 662.843.3529; Email: mwilliams@cleveland.k12.ms.us.

Parents' Right to Know / ESSA Annual Notice

Under the Every Student Succeeds Act (ESSA), parents/guardians have the right to request information regarding the professional qualifications of the student's classroom teacher(s) and any paraprofessional providing services to the student. Upon request, the District will provide whether the teacher has met Mississippi qualification and licensing criteria for the grade level and subject area taught; whether the teacher is teaching under emergency or other provisional status; the teacher's degree major and any graduate certification or degree; and whether the student is served by paraprofessionals and, if so, their qualifications.

The District will provide timely notice to parents/guardians if their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements for the grade level and subject area in which the teacher has been assigned.

Parents/guardians may request information regarding state and district assessments, including the purpose of the assessment, the source of the requirement, the amount of time students will spend taking the assessment, and the schedule and format for reporting results.

Parents/guardians of English Learner students will receive required notices regarding identification, language instruction educational program options, English proficiency level, exit criteria, and the right to decline or withdraw from a language instruction program, as applicable.

Authority of the Cleveland School District Board of Trustees

This school board exercises legislative authority over the Cleveland School District in accordance with the laws of the State of Mississippi. It determines policy, delegates executive, supervisory and instructional authority to its employees, and appraises the results achieved in light of the goals of this school district.

The CSD school board shall concern itself primarily with broad questions of policy and with the appraisal of results, rather than with administrative details. The application of policies shall be an administrative task to be performed by the superintendent and his/her staff who shall be held responsible for the effective administration and supervision of the entire school system.

All matters to be submitted to the CSD school board shall first be brought before the superintendent for investigation. If these matters require school board action, the superintendent shall present them to the school board.

The individual board member has no legal authority to act individually unless specifically delegated authority to act by this school board at its legal meeting.

It shall be the duty of the superintendent and the school board to limit the expenditure of school funds during the fiscal year to amounts set forth in the respective school budgets as reflected in the board minutes. It shall be unlawful for any school district to budget expenditures from a fund in excess of the resources available within that fund for such expenditures.
School Board Policy: ABA

Enrollment

The District will enroll eligible resident students consistent with Mississippi law, Cleveland School District Board policy, and federal law. Ordinarily required enrollment documents include proof of age (Birth Certificate), immunization documentation, proof of residency, and prior school records. However, students protected under federal law, including students experiencing homelessness, students in foster care, migratory students, military-connected students, and other students for whom records are temporarily unavailable, will be enrolled promptly or immediately as required by law while the District assists the family, guardian, or agency in obtaining required records.

No student will be denied immediate enrollment solely because the student lacks records normally required for enrollment when federal law requires immediate enrollment. The District will contact the prior school or appropriate agency to obtain academic, health, special education, Section 504, disciplinary, and other records needed for educational placement and services.

Mississippi immunization requirements remain applicable; however, the District will apply those requirements in a manner consistent with federal protections for immediate enrollment and will assist families in obtaining required health records or referrals.

School Board Policy: JBA, JBB, JBC

General Eligibility

1. This school district shall admit into its free public schools all minor-age children (MS Code ' 1-3-27) and all compulsory school age children as defined by in MS Code ' 37-13-91 (2) (f).

2. Each minor child shall attend school in the school district of his/her residence unless legally transferred to another school district by the school board pursuant to MS Code ' 37-15-29.

3. Except for those students who have been legally transferred, each minor child seeking to enroll in this school district shall be a school district resident. All students shall register at the school they are assigned to attend. ' 37-15-29; ' 37-15-13

4. Any new student enrolling in this school district or any continuing student whose residence has changed must be accompanied to enrollment by a parent, guardian, adult custodian or adult agent of a social service agency of the district who shall register the minor child for admission, except students who have been legally transferred. The accompanying adult shall be required to verify his/her residence. ' 37-15-11

5. The person in charge of each school shall require any child enrolling in kindergarten or grade 1 to present a certified birth certificate and valid immunization certificate upon enrollment. No child will be allowed to enroll in or attend any school without a certified birth certificate or valid immunization certificate. ' 37-15-1

6. Subject to the provisions of MS Code 37-15-9, subsection (3), [see item 7 below] any child who transfers from an out-of-state public or private school in which that state's law provides for a first grade or kindergarten enrollment date subsequent to September 1, shall be allowed to enroll in this school district at the same grade level as their prior out-of-state enrollment, if:

    a. The parent, legal guardian or custodian of such child was a legal resident of the state from which the child is transferring;

    b. The out-of-state school from which the child is transferring is duly accredited by that state's appropriate accrediting authority;

    c. Such child was legally enrolled in a public or private school for a minimum of four (4) weeks in the previous state; and

    d. The superintendent of schools of this school district has determined that the child was making satisfactory educational progress in the previous state. ' 37-15-9

7. When any child applies for admission or enrollment in any public school in the state, the parent, guardian or child shall indicate on the school registration form if the enrolling child has been expelled from any public or private school or is currently a party to an expulsion proceeding. If it is determined from the child's cumulative record or application for admission or enrollment that the child has been expelled, the school district may deny the student admission and enrollment until the superintendent of the school or his designee has reviewed the child's cumulative record and determined that the child has participated in successful rehabilitative efforts including, but not limited to, progress in an alternative school or similar program. If the child is a party to an expulsion proceeding, the child may be admitted to a public school pending final disposition of the expulsion proceeding. If the expulsion proceeding results in the expulsion of the child, the public school may revoke such admission to school. If the child was expelled or is a party to an expulsion proceeding for an act involving violence, weapons, alcohol, illegal drugs or other activity that may result in expulsion, the school

district shall not be required to grant admission or enrollment to the child before one (1) calendar year after the date of the expulsion. ' 37-15-9 (3)

8. No child shall be allowed to enroll in or attend any school without a valid immunization certificate. ' 37-15-1 Valid certificates include:

    a. Form 121 -- Certificate of Compliance
    b. Form 121-A -- Medical Exemption Certificate
    c. Form 121-T -- Temporary Compliance Certificate

The Temporary Compliance Certificate, Form 121-T, is not valid after the date shown. After that date, the principal shall deny school attendance by such child unless or until the principal is furnished another Temporary Compliance Certificate, Form 121 T, or a Certificate of Compliance, Form 121, or a Medical Exemption Certificate, Form 121-A.

Residence Verification Procedure

Definition of Residence

Definition of residence for school attendance purposes: The student physically resides full-time weekdays/nights and weekends at a place of abode located within the limits of this school district.

Students living with parent(s) or guardian(s)

The parent(s) or legal guardian(s) of a student seeking to enroll must provide this school district with at least two of the items listed below as verification of their address with **one must be a utility bill,** except that a document with a post office box as an address will not be accepted. **All verification documents with the exception of #2 and #3 must be dated within the last 30 days prior to enrollment.**

1. Filed Homestead Exemption Application form
2. Mortgage documents or property deed
3. Apartment or home lease
4. Utility bills
5. Driver's license **(Issued within the last 30 days prior to enrollment)**
6. Voter precinct identification **(Issued within the last 30 days prior to enrollment)**
7. Automobile registration
8. Any other documentation that will objectively and unequivocally establish that the parent or guardian resides within the school district
9. **Certified copy of filed court petition for guardianship if pending and final decree when granted**

Students Experiencing Homelessness - McKinney-Vento

The District will identify, enroll, and support students experiencing homelessness consistent with the McKinney-Vento Homeless Assistance Act. A student may qualify if the student lacks a fixed, regular, and adequate nighttime residence, including students sharing housing due to loss of housing or economic hardship, living in motels, hotels, trailer parks, camping grounds, emergency or transitional shelters, cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

District Homeless Liaison: Mr. Nathan Towers, Federal Programs Director, 662-843-3529, and ntowers@cleveland.k12.ms.us.

A student experiencing homelessness has the right to immediate enrollment even if the student lacks documents normally required for enrollment, including proof of residency, birth certificate, school records, guardianship documents, or immunization records. The school will immediately enroll the student and refer the parent/guardian or unaccompanied youth to the District Homeless Liaison for assistance.

To the extent required by law, the student may remain in the school of origin or enroll in the local attendance-area school based on the student's best interest. The District will provide or arrange transportation to the school of origin when required. If a dispute arises concerning eligibility, school selection, enrollment, or transportation, the student will be enrolled immediately in the school requested by the parent/guardian or unaccompanied youth while the dispute is resolved under the District dispute-resolution process.

The District will ensure that students experiencing homelessness have equal access to educational services for which they are eligible, including preschool, special education, English learner services, gifted services, career and technical education, school nutrition, extracurricular activities, and transportation.

Students living with adults other than parents or legal guardians

1. The non-parent(s) claiming district residency must meet the criteria of the residency-verification documents listed above, required of a parent or legal guardian.

2. The district resident must provide the school with an affidavit (see last page of this policy) stating his or her relationship to the student, and that the student will be living at his/her abode full time, and provide documentation fully explaining the reason(s) (other than school attendance zone or district preference) for this arrangement. The superintendent or his/her designee will make the necessary factual determinations as required under this policy. Examples of situations where "in loco parentis" authority of an adult will be recognized to establish residency of the minor include but are not limited to the following:
    a. Death or serious illness of the child's parent(s) or guardian(s);
    b. Abandonment of the child;
    c. Child abuse or neglect;
    d. Unstable family relationships or undesirable conditions in the home of the child's parents or guardians having a detrimental effect on the child;
    e. Students enrolled in recognized exchange programs residing with host families.

3. Whenever appropriate the person who has assumed responsibility for the care and custody of the child shall be encouraged to obtain legal guardianship of the child.

Students in Foster Care

The District will support educational stability for students in foster care consistent with federal and state law. A student in foster care may remain in the school of origin unless it is determined that remaining in the school of origin is not in the student's best interest. The District will collaborate with the child welfare agency, caregivers, parents/guardians when appropriate, and other agencies to make best-interest determinations and to arrange transportation when required.

District Foster-Care Point of Contact: Mr. Nathan Towers, Federal Programs Director, 662-843-3529, and ntowers@cleveland.k12.ms.us.

Students in foster care will be enrolled promptly, and the District will assist in obtaining records, transferring credits, identifying supports, and ensuring appropriate services, including special education, Section 504, English learner services, gifted services, and school nutrition.

Students of Military Families

1. A pupil complies with the residency requirements for school attendance in a school district if the parent of the pupil is transferred to, or is pending transfer to, a military installation with this state while on active military duty pursuant to an official military order. A school district shall accept an application for enrollment and course registration by electronic means for a pupil who meets these requirements, including enrollment in a specific school or program within the school district.
2. The parent of a pupil who meets these requirements shall provide proof of residence to the school district within ten (10) days after the published date provided on official documentation.
3. The parent may use the address of any of the following as proof of residence.
    a. A temporary on-base billeting facility.
    b. A purchased or leased home or apartment.
    c. Any federal government housing or off-base military housing, including off-base military housing that may be provided through a public-private venture.

The school district may require additional documentation and verification at any time.

At the minimum, this school district shall maintain in a file a written instrument identifying the types of documents used to verify each student's residency and copies of any relevant guardianship petition or decree.

The provisions of this policy do not apply to students who reside outside the school district, but who have legally transferred into the school district.

Any court ordered procedure shall take precedence over any procedure contained herein.

Transfer Students

1. No student is to be enrolled in this school district until questions regarding residence or immunizations have been resolved, except when immediate enrollment is required by federal or state law, including protections for students experiencing homelessness, students in foster care, migratory students, military-connected students, or other students for whom records are temporarily unavailable.

2. Students suspended or expelled from another school or school district may not be allowed to enroll. ' 37-15-9 (3)

3. No pupil shall be permanently enrolled in a school in this school district who formerly was enrolled in another school within the state or outside the state until the cumulative record of said pupil shall have been received from the school from which he transferred. Should such record have become lost or destroyed, then it shall be the duty of the superintendent or principal of the school where the pupil last attended school to initiate a new record. ' 37-15-9 (1)

4. Unless a transfer student is tested in the manner provided in paragraph 5 below, the student will be permanently enrolled and placed in a grade or class based on an official transcript of credits from the last school attended. ' 37-15-33

5. All students seeking to transfer from any school, public, private or home school, within or outside of the boundaries of the State of Mississippi, to this school district shall 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 licensed Psychometrist, contracted by CSD, shall administer the test or tests to such pupil or pupils as shall apply for transfer to such public school. Such test or tests shall be administered within thirty days after the filing of each such application for transfer. Notice of the giving of such test shall be given the applicant not less than five days prior to the date of the administration of such test.

   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 or the attendance center principal to which the pupil seeks admission 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. ' 37-15-33

6. Any legal guardianship formed for the purpose of establishing residency for school district attendance purposes shall not be recognized by this school board. ' 37-15-3 (1)(d) *For more information see Policy JBCD Transfers and Withdrawals of Students*

7. After the designated formal registration period, any and all transfers of elementary school children within the district must be done through the Deputy Superintendent or the Superintendent at the central office.

Withdrawal from School Procedures

1. Parent or legal guardian will go to the school the student is enrolled in
2. Request for the student to be withdrawn
3. The school personnel will give the parent withdrawal paperwork to take with them to the new school.
4. School personnel will then send cumulative records to the new school once a request for records is received.

The Family Educational Rights and Privacy Act (FERPA)

Parents/guardians and eligible students have the right to inspect and review education records, request amendment of education records believed to be inaccurate, misleading, or otherwise in violation of privacy rights, consent to disclosures of personally identifiable information except to the extent FERPA authorizes disclosure without consent, and file a complaint with the U.S. Department of Education concerning alleged FERPA violations.

A parent/guardian or eligible student who wishes to inspect records should submit a written request to the principal or records custodian identifying the records requested. The District will comply within the timeline required by FERPA and Board policy.

The District may disclose education records without prior written consent to school officials with legitimate educational interests and in other circumstances authorized by FERPA, including certain transfers to another school, health or safety emergencies, audits/evaluations, court orders/subpoenas, financial aid, juvenile justice officials as allowed by law, and directory information after annual notice and opportunity to opt out.

Directory information may include categories approved by Board policy and the District's annual FERPA notice. A parent/guardian or eligible student may refuse to allow release of directory information by submitting written notice to the school office or records custodian by the deadline stated in the District's annual notice.

All rights and protections given to parents under FERPA transfer to the student when the student reaches 18 years of age or enrolls in a postsecondary institution. For more information, see Board Policy JRAB and the District's annual FERPA notice.

Academic/Assessment

Grades

Grading Scale

Kindergarten	Elementary	Middle & High School
E = Exceeds Standard	A (Excellent) 90-100	A (Excellent) 90-100
S = Satisfactory Standard	B (Above Average) 80-89	B (Above Average) 80-89
N = Approaching Standard	C (Average) 70-79	C (Average) 70-79
U= Minimal Progress	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

Grades, makeup work, assessments, accommodations, and academic supports will be administered in a manner consistent with Board policy, the Mississippi College and Career Readiness Standards, Mississippi Department of Education frameworks, IDEA, Section 504, English learner requirements, and any applicable IEP, Section 504 plan, English learner plan, health plan, or other legally required plan.

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. All students will be given a progress report in the middle of each grading period.
3. 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.

Academic Integrity: Cheating, Plagiarism and Unauthorized Assistance

- Cheating includes copying, allowing another student to copy, submitting work completed by another person, using unauthorized resources, plagiarizing, fabricating sources or data, misrepresenting group work as individual work, or using artificial intelligence or other technology without teacher permission.
- Consequences may include a student-teacher conference, parent/guardian notification, redo of the assignment, reduced credit, zero credit for the assignment, reflective or restorative assignment, office referral, detention, school service, academic integrity contract, loss of privileges, or temporary ineligibility for extracurricular or honor activities when permitted by written eligibility rules.
- Consequences will be based on the student's age and grade level, the seriousness of the violation, the assignment's importance, the student's prior history, and whether the student was truthful and cooperative. Before a consequence is finalized, the student will be given an opportunity to respond to the concern. Repeated or serious violations may result in additional administrative discipline under the student code of conduct.
- Students are responsible for asking the teacher in advance when they are unsure whether collaboration, outside help, online tools, or artificial intelligence may be used.

English Learners (EL)

The District will provide appropriate language assistance services to students identified as English Learners (ELs) so that they can participate meaningfully and equally in educational programs. The District will use state-required home language surveys, screening procedures, and assessment processes to identify students who may need English language services.

When a student is identified as an English Learner, the District will provide required parent/guardian notification within the timelines established by federal and state law. The notice will include, as applicable, the reasons for identification, the student's level of English proficiency, the language instruction educational program available, how the program will meet the student's needs, exit criteria, expected graduation impact when applicable, and the parent/guardian's rights regarding language instruction services.

A parent/guardian may decline or withdraw a student from a language instruction educational program as allowed by law; however, the District remains responsible for providing meaningful access to instruction, monitoring the student's progress, and administering required assessments and accommodations as applicable.

English Learner students will not be denied access to programs because of limited English proficiency. Language assistance and translated/interpreted information will be provided as required to ensure meaningful communication with parents/guardians. 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 pass three of the core course(s), the student will be promoted to the next grade level. The core courses are reading, math, science and social studies. **Two of the three core courses passed must be reading and math.** If a student is not promoted, **if offered by CSD** and administrative approval is obtained, the student may be allowed to attend the summer school/extended school year program. Upon successfully completing the objectives covered in the summer school/extended school year program, the student shall be promoted to the next grade level.

Grade 3

In addition to what is listed for Grades 1-6, the following applies specifically for 3rd grade students:

- A student scoring below the MDE recognized cut score on the MAAP ELA Assessment for 3rd grade students will not be promoted to 4th grade, unless the student meets the good cause exemption for promotion. All good cause exemptions are listed on the district website under the link for the Literacy Based Promotion Act (LBPA).
- Students may meet promotion requirements of the LBPA by: earning a passing score (level 3 or above) on the multiple-choice portion of the 3rd grade MAAP-ELA Assessment, achieving a passing score level 3 or above on either of the two retest opportunities on the 3rd Grade Reading Alternative Assessment, or achieving a composite score of Level 3 or higher on the 3rd Grade MAAP-ELA Assessment after the writing has been scored.

Grades 7-8

- If a student pass three of the core course(s), the student will be promoted to the next grade level. The core courses are reading, math, science and social studies. **Two of the three courses passed must be reading and math.**
- If a student in grades 7-8 **is not promoted**, that student may be allowed to attend the summer school/extended school year program, **if offered by CSD and administrative approval is obtained.** Upon successful completion of the objectives covered in the summer school/extended school year program, the student may be allowed to be promoted to the next grade level.

Grades 9 - 12

Graduation requirements for students in grades 9-12 will follow current Mississippi Department of Education diploma requirements, endorsement options, assessment requirements, and Cleveland School District course-guide requirements. Students will develop and update an Individual Success Plan (ISP) as required by the District and MDE. The District course guide controls specific course sequences, prerequisites, diploma pathways, endorsements, and local requirements. For students with disabilities, graduation planning will be addressed through the IEP process, the student's Individual Success Plan when applicable, and current MDE diploma options.

In grades 9-12, promotion to the next level is based on successful completion of Carnegie units. The table below shows the number of Carnegie units a student must have to be promoted from one grade to the next, as well as the number of units needed to graduate.

Grade	Units to Promote to the Next Grade Level	Units Required to Graduate
10	6 including English I	Based on Individual Success Plan (ISP)
11	12 including English II	
12	17 including English III	

In planning for your course selections during your high school career, please keep the following requirements in mind:

- Only one Carnegie unit may be earned through correspondence.
- Two units of English cannot be taken during the same school year unless the student has fallen behind in English.
- If a student fails one core course, with the exception of English II, Algebra I, or Biology I, (unless the student has passed the Subject Area test in that course), the student may be allowed to attend summer school/extended school year for credit with prior approval of the principal.

Intervention - Multi-Tiered System of Supports (MTSS) (Policy IEA)

The District's intervention process will be implemented in accordance with State Board Policy Rule 41.1 and current MDE guidance. Use of MTSS/TST interventions shall not delay a special education evaluation when a disability is suspected and a parent/guardian or the District requests evaluation under IDEA or Section 504.

Mississippi State Board of Education Policy Rule 41.1

The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention.

1. The Cleveland School District is dedicated to providing high-quality instruction and behavioral support to all students. The district requires schools to use a Three Tier Instructional Model to meet the needs of every student enrolled in the district, as supported by educational research and dictated by State Board Policy 41.1, which requires every school district to follow the instructional model, consisting of three (3) tiers of instruction:
    a. Tier 1: Quality classroom instruction based on Mississippi Curriculum

Frameworks/College and Career Readiness Standards
b. Tier 2: Focused supplemental instruction
c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students

2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Multi-tiered System of Supports Team (MTSS team). Interventions will be:
   a. designed to address the deficit areas;
   b. evidence-based;
   c. implemented as designed by the MTSS;
   d. supported by data regarding the effectiveness of interventions

3. Teachers should use progress monitoring information to:
   a. determine if students are making adequate progress,
   b. identify students as soon as they begin to fall behind, and
   c. modify instruction early enough to ensure each student gains essential skills.

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

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5. Parental consent will not be required for students in general education settings when the following types of instruments are used for the purpose of improving general education instruction: hearing and vision screening, universal screeners, curriculum-based assessment, progress monitoring, parent or teacher questionnaires/ interviews, student observations, behavioral intervention plans, and academic interventions. Exceptions could include students with Individualized Education Programs (IEPs). All requirements under the Individuals with Disabilities Education Act (IDEA) will be followed for those students, including sending Written Prior Notice (WPN) and obtaining informed written parental consent for reevaluation when conducting hearing/vision screening, FBAs/BIPs, student observations, achievement testing, and other diagnostic testing as part of a reevaluation as defined by IDEA and state policy, or as clarified by the Office of Special Education Programs.

6. Parents of children with IEPs have procedural safeguards under IDEA and are encouraged to discuss their rights with a special education teacher or administrator if they have questions or concerns.

7. After a referral is made, the MTSS must develop and begin the implementation of an intervention(s) within two weeks.

8. In accordance with the Literacy-Based Promotion Act of 2013, each public-school student who exhibits a substantial deficiency in reading at any time, as demonstrated through
   a. performance on a reading screener approved or developed by the MDE, or
   b. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
   c. through statewide end of year assessments or approved alternate yearly assessments in Grade 3 must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.

A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

9. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first-grade year. The screening much includes the following components:
    a. Phonological awareness and phonemic awareness;
    b. Sound symbol recognition;
    c. Alphabet knowledge;
    d. Decoding skills;
    e. Encoding skills; and
    f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.

10. All students in kindergarten and grades 1 through 3 shall be administered a state-approved screener within the first 30 days of school and repeated mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the MTSS team for interventions as specified in the Response to Intervention Guidelines developed by MDE if any of the following events occur:
    a. Grades 1-3: A student has failed (1) grade
    b. Grades 4-12: A student has failed (2) grades
    c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR
    d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
    e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy- Based Promotion Act.

11. Referrals to the MTSS team must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above.

12. The Board authorizes the superintendent to establish administrative procedures consistent with and in furtherance of this policy.

ADMINISTRATIVE PROCEDURES
The Three Tier Instructional Model

1. Tier 1

A. Tier 1 consists of evidence-based behavior support and high-quality classroom instruction based on Mississippi Curriculum Frameworks and/or College and Career Readiness Standards. Tier 1 includes lesson plans designed and implemented to increase student

motivation and engagement, including use of multimedia materials; scaffolding; and differentiated instruction, including activities appropriate for individual, small group, and whole group instruction; school, setting-specific, and classroom rules; routines and procedures; and positive behavior interventions and supports (PBIS) to promote success for all students.

B. If the Tier 1 strategies chosen are ineffective, the teacher must implement additional Tier 1 techniques, and/or consider whether Tier 2 and/or Tier 3 strategies are required. The teacher must maintain ongoing documentation regarding which Tier 1 strategies are implemented, data that are continually collected and analyzed, and evidence that decisions are made for individual students based on data.

C. All students enrolled in the district receive Tier 1 instruction for academics and behavior.

2. Tier 2

A. Tier 2 consists of focused supplemental instruction for small groups of students with similar strengths and needs. Grade level, subject area, and/or behavior teams will be utilized to design, deliver, and monitor Tier 2 supplemental instruction. Supplemental academic instruction is delivered two to three times per week for 15 minutes per session. Tier 2 supplemental academic instruction does not replace core instruction. Behavior supports are ongoing. Data are analyzed and graphed at least twice per month. Data will be used to determine whether to continue Tier 2 strategies, discontinue the Tier 2 strategies, modify the strategies, and/or request individualized support in the form of Tier 3 strategies from the Multi-Tiered Systems of Support Team (MTSS).

B. Tier 2 Referral Criteria: The following students are considered to be "at risk" for academic failure, behavior problems, and dropout. These students should be *considered* for Tier 2 and/or Tier 3 support as early as possible:

1) Students who have scored Basic on a Mississippi Assessment Program (MAP) Or their equivalent;
2) Students who fall at, or below, the 25th percentile on nationally- or locally Normed standardized assessments;
3) Students who have failed, been retained, or been socially promoted at least Once;
4) Students who have ever been suspended (In-School Suspension and/or Out-of-School Suspension) and who are currently exhibiting problematic behavior
5) Students who do not attend school on a regular basis;
6) Students who obtain outlying scores on behavior screeners; and
7) Other students with unique problems who require academic and/or behavioral Support beyond Tier 1.

C. If strategies at Tiers 1 and 2 do not substantially improve student academic and/or behavioral functioning within a reasonable amount of time, students **must be** referred to the MTSS team.

3. Tier 3

A. Tier 3 consists of intensive, individualized, scientifically research-based instructional and behavioral supports designed to effectively address **all** deficit areas for each student

supported by the MTSS team. The MTSS team is the problem-solving unit responsible for designing and monitoring Tier 3 strategies in the general education setting. Each school must have an MTSS team consistent with the process developed by the Mississippi Department of Education as required by State Board Policy Chapter 31 Rule 41.1.

B. The chairperson of the MTSS team is the school principal, the school's instructional leader, or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Each member of the team must have a strong working knowledge of grade level and subject area curriculum and expectations for individual students referred; diagnostic procedures; research-based academic and behavioral techniques designed to effectively remediate specific student needs; data collection and analysis; and effective consultation principles. Membership of the team can change based on the grade level of the student and their specific academic and/or behavioral needs. However, there will be a mechanism to assure consistency, such as one or more members who maintain membership, such as the Chairperson, a counselor, an academic coach, and/or a behavior specialist.

C. Tier 3 Referral Criteria The following students are considered to be "at substantial risk" for academic failure, behavior problems, and dropout. These students should be considered immediately for Tier 3 support:

1) Students who fall at, or below, the 10th percentile on nationally- or locally-normed assessments;
2) Students who have scored "Minimal" on the MAP or who have failed a Subject Area Test; Students who have failed, been retained, or been socially promoted two or more times;
3) Students who have ever been expelled or suspended more than 10 days in a school year;
4) Students who have experienced 11 or more negative contacts with school officials due to behavioral issues since entering school;
5) "Over-age" students;
6) Students with a significant history of excessive and/or prolonged absences;
7) Students who obtain extreme outlying scores on behavior screeners; and
8) Other students with unique problems who require academic and/or behavior supports beyond Tier 2.

D. After a referral is received, the MTSS team must meet as soon as possible to analyze all available information. If the student is at substantial risk and/or the teacher has exhausted his/her repertoire of strategies, the MTSS team must develop and assure implementation of academic and/or behavioral supports within two weeks of receiving the MTSS team referral. Behavior interventions are ongoing. The primary instructor(s) must be closely involved with the personnel delivering the academic and behavioral supports for generalization, transfer, maintenance, and practice in all classroom settings.

E. No later than eight weeks after implementation of the intervention(s) the MTSS team must conduct a documented review of the intervention to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the

intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment. In addition, data will be collected as often as prescribed by the research-based intervention; behavioral data will be collected as often as necessary, depending on the PBIS technique(s). Data will be analyzed and graphed by a qualified member of the MTSS team once per week, or as often as prescribed by the research-based intervention(s). The MTSS team will meet and review the data on each child in Tier 3 at least twice per intervention cycle, or more frequently if circumstances warrant. Parents must be notified about the results of formal data reviews and all MTSS team decisions that result in significant changes in the student's educational program. The MTSS team will make genuine attempts to meaningfully involve parents in the Tier 3 process.

F. If the student is not making adequate progress, the MTSS team must determine whether to modify the intervention(s). The MTSS team should consider, at a minimum, the following modifications: 1) change the amount of time in the intervention (frequency, duration, and/or intensity; 2) change interventions; 3) add an intervention; 4) conduct more frequent integrity checks; 5) conduct a diagnostic assessment(s) to assure the intervention is at instructional level and targeting the appropriate deficits; 6) change interventionist(s), 7) change the primary instructor(s), 8) change the setting, time, materials, etc., and/or 9) change the reinforcer(s), reinforcement schedule, graphing/reporting techniques.

4. Referral to the Local Survey Committee (LSC)

A. Generally, a student who has not made *any* progress after eight weeks of intensive scientifically research-based interventions, implemented with integrity, with adequate reviews, data-based decision-making, changes in interventions, etc., in an area of significant concern, should be referred to the LSC for review.

B. Students who are suspected of having a Specific Learning Disability who have not made adequate progress after an appropriate period of time when provided with appropriate instruction **must** be referred by the LSC for a comprehensive evaluation.

C. If Tier 3 instructional and/or behavioral supports have not been implemented prior to the request to the MET, the MTSS team must meet with the MET to review the data simultaneously. Together the MET and the MTSS team will consider the need for comprehensive evaluation and plan intensive individualized instructional and behavioral supports in general education, including implementation of integrity checks and data-based decision-making. It is possible that intensive interventions and a comprehensive evaluation will be implemented *simultaneously* in this instance.

5. Discontinuation Criteria

All students enrolled in the district are expected to receive appropriate Tier 1 instruction in reading and math and behavior support from highly qualified personnel when placed in general education settings. Students no longer require Tier 2 or Tier 3 support from District personnel when:

1) They continue to exhibit success in Tier 2 or Tier 3 interventions for a length of time prescribed by the intervention(s);
2) They score six (6) consecutive data points on or above the goal line that projects them

to a “normal” level;
3) The data review team (grade level team, subject area team, behavior team, and/or MTSS team) deems them successful;
4) They continue to exhibit success following the downward titration or cessation of Tier 2 or Tier 3 interventions;
5) They graduate from high school with a standard high school diploma;
6) They are 21 years of age on September 1; or
7) They withdraw from District.

NOTE: Students with an Individualized Education Program (IEP) are included in the District Three Tier Instructional Model, but federal Coordinated Early Intervening Services (CEIS) funds may not be used to provide general education interventions to students with IEPs. Therefore, local, state, and/or District funds must be used to provide general education instructional and behavioral interventions needed by students with disabilities to assist them in gaining access to the general education curriculum in the least restrictive environment. The MTSS team and IEP committee must work together to determine which supports are necessary from general education personnel, and what constitutes specially designed instruction and related services to be delivered by special education personnel.

Source: Miss. Code Ann. §§ 37-177-1, et seq., (Revised 12/2018)

State Testing Program

This school district shall periodically assess student performance and achievement in each school. Such assessment programs shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the minimum performance standards approved by the state board of education.

Data from district assessment programs shall be provided to the state department of education when such data is required in order to evaluate specific instructional programs or processes or when the data is needed for other research or evaluation projects.

This district may provide acceptable, compatible district assessment data to substitute for any assessment data needed at the state level when the state department of education certifies that such data is acceptable for the purposes of Mississippi Code Section 37-16-3. 37-16-5
School Board Policy: II

1. It is unlawful for anyone knowingly and willfully to do any of the following acts regarding mandatory uniform tests administered to students as required by the State Department of Education and the General Educational Development Test (GED):

    a. Give examinees access to test questions prior to testing;
    b. Copy or reproduce all or any portion of any secure test booklet;

c. Coach examinees during testing or alter or interfere with examinees' responses in any way;
d. Make answer keys available to examinees;
e. Fail to account for all secure test materials before, during and after testing;
f. Participate in, direct, aid, counsel, assist in, encourage or fail to report any of the acts prohibited in this section.

For more information, see Policy II Testing Program.

Attendance

Compulsory Attendance

The term "minor" when used in any statute, shall include any person, male or female, under twenty-one years of age. MS Code ' 1-3-27

The Cleveland School District shall comply with the requirements of the "Mississippi Compulsory School Attendance Law" (' 37-13-91). Appropriate reports as required by law shall be provided to the Mississippi Department of Education's Office of Compulsory School Attendance Enforcement.

COMPULSORY- SCHOOL-AGE CHILD

"Compulsory-school-age child" means a child who has attained or will attain the age of six (6) years on or before September 1 of the calendar year and who has not attained the age of seventeen (17) years on or before September 1 of the calendar year; and shall include any child who has attained or will attain the age of five (5) years on or before September 1 and has enrolled in a full-day public school kindergarten program. ' 37-13-91 (2) (f) (2013)

Compulsory-school-age children must be enrolled in school unless the child is:

1. Physically, mentally or emotionally incapable of attending school as determined by the appropriate school official based upon sufficient medical documentation;
2. Enrolled in and pursuing a course of special education, remedial education or education for handicapped or physically or mentally disadvantaged children; or
3. Being educated in a legitimate home instruction program. ' 37-13-91 (3)

Reports

If a compulsory-school-age child has not been enrolled in school within fifteen (15) calendar days after the first day of the school year or if a child has accumulated five (5) unlawful absences during the school year, the superintendent shall or his designee, within two (2) school days or within five (5) calendar days, whichever is less, report, on the form provided by the State Department of Education, the absences to the school attendance officer. The superintendent, or his designee, shall report any student suspensions or student expulsions to the school attendance officer when they occur. ' 37-13-91 (6)

School districts shall maintain accurate records documenting enrollment and attendance in a manner that allows the State Department of Education to make an assessment of changes in enrollment and attendance, including dropout rates.

The State Department of Education shall compile annually a statewide report on school district effectiveness in reducing absentee problems, dropout rates, and other attendance-related problems during the previous school year, incorporate the information into the annual Mississippi Report Card required by Section 37-3-53, Mississippi Code of 1972, on school district performance and offer technical assistance and coordination services to assist districts in improving performance.

Unlawful Absences/Valid Excuses

An "unlawful absence" is an absence during a school day by a compulsory-school-age child, which absence is not due to a valid excuse for temporary nonattendance. Days missed from school due to disciplinary suspension shall not be considered an "excused" absence under this section. Each of the following shall constitute a valid excuse for temporary nonattendance, provided satisfactory evidence of the excuse is provided to the superintendent or his designee:

1. Attendance at an authorized school activity with the prior approval of the superintendent of the Cleveland School District or his designee.
2. Illness or injury which prevents the student from being physically able to attend school.
3. When isolation is ordered by the county health officer, by the State Board of Health or appropriate school official.
4. Death or serious illness of a member of the immediate family, which includes children, spouse, grandparents, parents, brothers, sisters, stepbrothers and stepsisters.
5. A medical or dental appointment with prior approval of the superintendent or his designee, except in the case of emergency.
6. Attendance at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.
7. Observance of a religious event, with the prior approval of the superintendent or his designee. (Approval should not be withheld unless, in the professional judgment of the superintendent or his designee, the extent of the absence would adversely affect the student's education.)
8. Participation in a valid educational opportunity, such as travel including vacations or other family travel, with the prior approval of the superintendent or his designee. (Approval shall be based on the professional judgment of the superintendent or his designee but shall not be withheld unless the extent of the absence would adversely affect the student's education.)
9. Other conditions sufficient to warrant nonattendance, with prior approval of the superintendent or his designee. However, no absences shall be excused when any student suspensions or expulsions circumvent the intent and spirit of the compulsory attendance law. ' 37-13-91 (4)
10. An absence is excused when it results from the attendance of a compulsory-school-age child participating in official organized events sponsored by the 4-H or Future Farmers of America (FFA). The excuse for the 4-H or FFA event must be provided in writing to the

appropriate school superintendent by the Extension Agent or High School Agricultural Instructor/FFA Advisor.

11. An absence is excused when it results from the compulsory-school-age child officially being employed to serve as a page at the State Capitol for the Mississippi House of Representatives or Senate.

NOTE: According to a 1998 Attorney General Opinion, automatic fail provision of an absences policy may not apply against legal, excused absences. Such absences policies may not be applied against absences resulting from disciplinary suspensions if absences policies are applied to truant children who are otherwise passing, The Cleveland School District must afford the child procedural due process. (Attorney General Opinion, Carter, 1-9-98) (#183) (97-0817)

School Attendance Officer

The superintendent and principals shall cooperate with the school attendance officer employed by the State Department of Education, pursuant to ' 37-13-85.

Admission of Students to the Buildings

Each administrator will establish specific procedures to be followed for students entering buildings on the campus. However, during inclement weather, students may report to specific areas designated by each school campus. The Cleveland School District will not be responsible for students arriving at school earlier than 15 minutes prior to the beginning of the instructional day or who remain on campus for longer than 15 minutes after school is dismissed for the instructional day. After that time, students may remain on campus only for a supervised activity. *School Board Policy: JBD*

Check-in Procedures

Students must follow the check-in procedure as outlined below with no exception:

- For students arriving to school after the first bell has sounded, the parent/legal guardian/custodial parent must sign the student in through the office.
    - Elementary School Day – 8:00 a.m. to 3:00 p.m.
    - Middle School Day - 8:10 a.m. to 3:20 p.m.
    - High School Day- 8:10 a.m. to 3:20 p.m.
- For a prearranged check-in, the parent or designee must come by the office in advance to sign the student back into school.

Check-out Procedures

Students must follow checkout procedures for attendance, safety, and accountability purposes. A student's parent, guardian, or authorized designee must be listed on the Student Information Form in order to sign the student out of school in the office. Check-in and checkout generally must be completed in person, not by telephone, unless the principal or designee approves an emergency or safety exception.

Late arrivals and early checkouts will be documented for attendance and safety purposes. A checkout or check-in will be coded as excused or unexcused according to the same valid-excuse standards that apply to full-day absences. The District may use frequent checkouts or tardies as an intervention trigger and may require a parent/guardian conference; however, a student will not be denied a valid excuse solely because the student has reached a fixed number of checkouts or tardies.

Non-emergency checkouts during state testing or the last thirty (30) minutes of the instructional day may be restricted for safety, accountability, and instructional reasons, but the principal or designee may approve exceptions for emergencies, medical needs, disability-related needs, court, verified family emergency, or other legally protected reasons.

Students must be in attendance for the portion of the school day required by District attendance procedures in order to receive attendance credit. Attendance coding will comply with Mississippi law, MDE/MSIS reporting requirements, and Board policy.

Tardies

The school board believes that good attendance, with a minimum of tardiness and absenteeism, is essential if students are to gain maximum benefit from the school district’s instructional program. The school board thus directs the superintendent to develop administrative regulations governing tardiness and absences (excused and non-excused).
School Board Policy: JBD

Procedures and Guidance for Tardies

Students arriving at school after classes have begun will be considered tardy. Tardies caused by District transportation, school-related activities, documented medical/dental appointments, natural disasters, weather-related events, or other approved reasons will be excused and will not be used as the basis for disciplinary consequences.

Repeated unexcused tardies will result in parent contact, problem solving, and progressive interventions before disciplinary consequences are imposed. It is the student's responsibility to complete classwork missed because of tardiness, and schools will provide reasonable opportunities to make up missed work consistent with the makeup-work procedures, IEPs, Section 504 plans, health plans, EL plans, and other legally protected circumstances.

Health and Sickness

Health, Medicine, Sickness, Allergies

Parents/guardians must notify the principal, teacher, and school nurse or designated health staff of any health condition that may affect the student's safety or school participation, including allergies, asthma, seizures, diabetes, medication needs, mobility limitations, feeding needs, hearing or vision needs, or other chronic conditions. The District will work with

parents/guardians and healthcare providers to develop appropriate health, allergy, asthma, emergency, IEP, or Section 504 plans as needed.

Students who need medication at school must follow District medication procedures and Board policy. Medication should be provided in the original prescription container with required labeling and required authorization forms unless an exception is approved by the principal or school nurse consistent with law and policy.

A student with asthma or anaphylaxis may possess and self-administer prescribed asthma or anaphylaxis medication on school property, on school-provided transportation, or at a school-related event when the requirements of Mississippi law and Board policy are met, including required parent/guardian authorization and healthcare provider documentation. Disciplinary action for misuse of medication will not limit or restrict the student's immediate access to necessary medication.

Communicable disease exclusion and return-to-school decisions will follow current District, Mississippi State Department of Health, Mississippi Department of Education, and healthcare guidance. The District may update health guidance during the school year based on public-health conditions.

Health and safety records will include current emergency contact information. Parents/guardians must provide current contact information and notify the school of any changes.

Procedure and Guidance for Submitting Parent Notes

When a student is absent for reasons that are not school-related, the student must present a signed note or other satisfactory documentation from the parent/legal guardian/custodial parent, regardless of the reason for the absence. Parent/guardian notes may be used to document up to five (5) days of absence per school year for parent-verified illness, injury, or other non-school-related circumstances when no other documentation is available.

This five-day parent-note limit does not restrict or eliminate any other absence that qualifies as a valid excuse under Mississippi law, including court, religious observance, death or serious illness, isolation order, approved educational opportunity, 4-H/FFA, state page service, or documented medical/dental appointment.

Documentation should be submitted within two (2) school days after the student returns when practicable. The principal or designee may consider late documentation when circumstances justify the delay, including hospitalization, disability, homelessness, foster-care transition, language access barriers, family emergency, or other good cause.

If no excuse is presented, or if it is proven that the excuse has been falsified, the absence(s) will be considered unexcused. A student who receives an unexcused absence for failure to bring proper documentation may submit proper documentation within the timeline allowed by the principal or designee to request that the absence be recoded.

Make Up Work

The administrative regulations shall specify that no absence will be excused when it is due to suspension, expulsion or other disciplinary action. However, to avoid adopting a policy or administrative rule that would ensure a student’s failure, the district may adopt a provision that permits or requires suspended students who are not immediately placed in an alternative school program to make up work within specified deadlines.

School Board Policy: JBD

Make Up Work Procedure

When an absence, tardy, suspension, or school-approved activity causes a student to miss class time, that student shall be given a reasonable opportunity to make up work. It is the responsibility of the student to arrange for makeup work; however, teachers and administrators will provide reasonable assistance to students and parents/guardians in obtaining missed assignments.

Ordinarily, the number of school days allowed for makeup work will equal the number of school days missed, up to five (5) school days, unless the teacher or principal approves additional time. Additional time will be provided when required by an IEP, Section 504 plan, health plan, EL plan, homelessness or foster-care circumstances, extended illness, religious observance, or other protected circumstance.

A grade of zero (0) for missed work should not be assigned until the student has been given the makeup-work opportunity required by this procedure and any applicable plan or legal protection.

Dismissal from School

1. No student shall leave school without permission from the principal or his designee.
2. Students shall be allowed to be dismissed from school for personal illness or a bona fide emergency. Students must secure a dismissal permit from the attendance office, and a parent or guardian must be contacted before they will be allowed to leave school.
3. Students having an appointment with a doctor or dentist or for other valid reasons may be dismissed from school as follows:
    a. A parent or guardian may personally come to the school and check-out a student.
    b. The student may present a doctor or dentist appointment card to the attendance office and receive a dismissal permit.
    c. The student may present a note from a parent or guardian to the attendance office, which contains the reason to be dismissed, time of dismissal, and phone number where the parent or guardian can be contacted, in order to receive a dismissal permit.
    d. All dismissal permits must be obtained from the attendance office before 8:00 a.m. on the day of the dismissal.
    e. The dismissal permit is to be used as the written excuse but must be signed by a parent, guardian, doctor or dentist in order to be valid.
    f. Dismissal permits shall be issued for the last period of the day for doctors or dentist appointments or other valid reasons, provided the above procedure is followed.
    g. If a note or appointment card cannot be verified, school officials reserve the right to refuse the issuance of a dismissal permit.
    h. Work must be made up if a dismissal is for any of the reasons shown above. Work must be made up if a dismissal to meet a doctor or dental appointment causes a student to miss classwork.

Any student leaving school on school related business must first obtain written permission from his/her teacher and then personally sign out at the attendance office. Upon return to school, the student must personally sign in.

No student shall leave school without a dismissal permit or without signing out at the attendance office.

Dismissal requests during the last period of the day shall receive strict scrutiny by the attendance office due to abuse of the dismissal privilege.
School Board Policy: JGFC

Student Code of Conduct

The District's code of conduct will be applied consistently, fairly, and without discrimination. Administrators may consider the student's age, grade level, intent, disciplinary history, disability status, English learner status, threat or harm caused, self-defense, and other relevant circumstances when determining consequences, unless a specific consequence is required by law.

For minor, non-safety-related conduct, schools should use classroom supports, parent contact, counseling, restorative practices, PBIS, MTSS, behavior contracts, loss of privileges, detention, or other appropriate interventions before out-of-school suspension when practicable.

A student code of conduct, developed under the leadership of the Cleveland School District administration, and in cooperation with staff, will be made available and distributed to parents and students outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct, as required by the (Every Student Succeed Act (ESSA). In addition, each school may publish a student/parent handbook detailing additional rules specific to that school. [All rules applying to student conduct shall be posted in a prominent place in each school building.]

Students in violation of Board policy, administrative regulation, and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

The superintendent shall establish, and the board shall adopt a code of student conduct that shall be provided to all teachers, school personnel, students and parents, legal guardians or custodians at the beginning of each school year. The superintendent shall develop the code of conduct in consultation with principals, teachers, school personnel, students and parents, legal guardians or custodians.
The code of conduct shall be based upon but not limited to the rules of student conduct including policies JCA, JCBD, JCBE, and JCBF, and the rules of discipline including policies JD, JDA, JDB, JDC, JDD, and JDE and any and all related policies adopted subsequent hereto. The code shall be made available in the student handbook or other similar publications. The code of conduct shall include, but not be limited to the following items:

1. Specific grounds for disciplinary action under the Cleveland School District's discipline plan;
2. Procedures to be followed for acts requiring discipline, including suspensions and expulsion, which comply with due process requirements; and

3. Explanations of the rights and responsibilities of students with regard to:
    a. Attendance;
    b. Respect for persons and property;
    c. Knowledge and observation of rules of conduct;
    d. Free speech and student publications;
    e. Assembly;
    f. Privacy; and
    g. Participation in school programs and activities.

For more information, see Board Policy JCB Code of Conduct.

Student Conduct School

Board Policy: JCA

The administration of the Cleveland School District is based on the theory that all students are young ladies and young gentlemen and, as such, should be capable of conducting themselves in accordance with accepted standards of conduct. Every student is expected at all times to keep in mind that his conduct should not interfere with others, rather that it should be an example to others.

The primary emphasis of this school system is to provide the best quality education for the boys and girls of the district. The school system feels strongly that a basic prerequisite for any successful instructional program is that a clear understanding of the operation is based upon the policies and resulting rules. Therefore, it is imperative that policies and resulting rules be understood and followed without exception.

General Rules of Student Conduct

1. Students are expected to conduct themselves in all school activities in such a manner that will promote development rather than inhibit it.
2. A teaching situation which is conducive to learning must be maintained. Therefore, any student whose actions make it impossible for the teacher to devote full attention to the class will be disciplined, including but not limited to being sent to the principal's office. The counselor and principal will review the case and try to resolve the problem. A student who has been sent from class repeatedly will be suspended from school.
3. Any student who starts a disturbance or who participates in one will be suspended from school immediately and will be able to re-enter only after satisfactory assurance has been given in writing to the principal by the student and by his parents or guardians that there will not be a recurrence of this sort of behavior.
4. Corridor courtesy requires that students walk in an orderly manner on the right side of the corridor.
5. Profanity, cheating, stealing, and gambling can never be accepted by the schools of this system. Such offenses can result in suspension or expulsion.
6. Radios and/or other sound reproducers shall be forbidden on campus unless specifically requested by the teacher in charge.

7. All schools in the District are smoke-free zones. Smoking is prohibited on property owned or used by the school, whether during school, after school or at school-related events. Students caught smoking in unauthorized areas will be suspended.
8. A student is strictly prohibited by law from possessing a weapon, as identified in Policy JCDAE, while on school property, going to school, going from school or during school-related activities. Any student violating this rule shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.
9. A student is strictly prohibited by law from possessing, using or selling any controlled substance, including drugs and alcohol as identified in Policy JCDAC, while on school property, going to school, going from school or during school-related activities. Any student violating this rule shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.
10. A student who uses or is under the influence of any alcohol or drugs shall be subject to an immediate suspension for a minimum of 5 days or expulsion and subject to all other penalties and requirements provided by law and District policies.
11. A student who commits an unlawful or violent act, as defined by Policy JCBE, shall be subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent and subject to all other penalties and requirements provided by law and District policies.
12. A student, upon his second suspension for a disciplinary reason, will be informed that his third such suspension may result in expulsion.
13. Student behavior that harasses or threatens other students or school personnel will not be tolerated. This district shall treat hazing, as defined in MS Code 97-3-105 and stalking, as defined in MS Code 97-3-107, as serious offenses subject to criminal prosecution.
14. Student-to-student sexual harassment will not be tolerated. Complaints of student-to-student sexual harassment will be handled in accordance with Policy JB-P, Students Complaints of Sexual Discrimination/Harassment C Title IX Procedures.
15. Any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substance Law, a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on educational property as defined in Section 97-37-17, Mississippi Code of 1972, shall be subject to automatic expulsion for a calendar year by the superintendent or principal of the school in which the student is enrolled; provided, however, that the superintendent is authorized to modify the period of time for such expulsion on a case by case basis. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board. ' 37-11-18
16. Any student who looks through a window, hole or opening, or otherwise views by means of any instrumentality, including, but not limited to, a periscope, telescope, binoculars, drones, camera, motion-picture camera, camcorder or mobile phone, into the interior of a bathroom, changing room, fitting room, locker room, dressing room, spa, massage room or therapy room or the interior of any other area in which the occupant has a reasonable expectation of privacy, with the intent to invade the privacy of a person or persons inside

and without the consent or knowledge of every person present, for the lewd, licentious and indecent purpose of spying upon the occupant or occupants thereof, shall be Subject to immediate suspension and recommendation of expulsion by the principal, his designee or the superintendent subject to all other penalties provided by law and District policies.

Sexual Misconduct Prohibited

If any person eighteen (18) years or older who is employed by any public school district or private school in this state is accused of fondling or having any type of sexual involvement with any child under the age of eighteen (18) years who is enrolled in such school, the principal of such school and the superintendent of such school district shall timely notify the district attorney with jurisdiction where the school is located of such accusation, the Mississippi Department of Education and the Department of Human Services, provided that such accusation is reported to the principal and to the school superintendent and that there is a reasonable basis to believe that such accusation is true.

Any superintendent, or his designee, who fails to make a report required by this section shall be subject to the penalties provided in Section 37-11-35. Any superintendent, principal, teacher or other school personnel participating in the making of a required report pursuant to this section or participating in any judicial proceeding resulting therefrom shall be presumed to be acting in good faith. Any person reporting in good faith shall be immune from any civil liability that might otherwise be incurred or imposed. ' 97-5-24

If any teacher and any pupil under eighteen (18) years of age of such teacher, not being married to each other, shall have sexual intercourse, each with the other, they shall, for every such offense, be fined in any sum, not more than five hundred dollars ($500.00) each, and the teacher may be imprisoned not less than three (3) months nor more than six (6) months. ' 97-29-3

Harassment Prohibited

This school district affirms employee protection provided under Title VII and therefore shall not tolerate verbal or physical conduct by any employee, male or female, which harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive, or hostile environment.

Further, this school district prohibits sexual harassment of or by any student. This policy applies to conduct during and relating to school and school-sponsored activities. Sexual harassment is inappropriate behavior and offensive. Any student who engages in the sexual harassment of anyone in the school setting may be subject to disciplinary action up to and including expulsion.

Special Education Students

Special education students are responsible for adhering to the same rules of conduct as nondisabled students. All special education students are entitled to a free appropriate public education, even those who have been suspended or expelled. Whenever a special education student is removed for disciplinary reasons from his/her current education setting and placed in an interim alternative setting, the setting must be one which enables the student to continue to participate in the general curriculum, to continue to receive those services and modifications described in the student's current IEP, and to receive services and modifications designed to

address the student's behavior. The special education director/coordinator or designee should be contacted immediately when a special education student commits a violation of the rules of conduct which may result in the removal from the classroom by suspension or expulsion. All procedural safeguards described in the IDEA shall be followed whenever a special education student is disciplined.

As provided under '37-23-135, Educational services for children with disabilities who have been suspended or expelled from school shall be provided based on the requirements of IDEA, applicable federal regulations and state regulations.
For more information, see Policy JCA Student Conduct.

Parent Communication

Teachers and administrators should maintain documentation of their communication with parents even if communication attempts are unsuccessful.

Dress Code Regulations

Students are expected to dress in a manner that is safe, clean, and appropriate for the school setting and that does not substantially disrupt the educational environment. Dress-code rules will be enforced consistently and without discrimination based on race, color, national origin, sex, disability, religion, or any other protected classification.

The dress code shall be applied in a gender-neutral manner. Before a student is removed from instruction for a dress-code concern, the school will, when practicable, give the student an opportunity to correct the concern in a respectful and non-public manner.

Head coverings, hairstyles, grooming, and other attire will be addressed in a manner consistent with law. The District will provide reasonable accommodations for sincerely held religious beliefs, disability, medical needs, protective hairstyles, cultural/ethnic expression, or other legally protected reasons. A student or parent/guardian may request an accommodation through the principal or designee.

Students who attend schools with uniform dress codes must adhere to that school's uniform requirements and rules, as well as adhering to district dress code regulations.

Students are expected to dress appropriately for school. Any extreme form of dress that is distracting to the teaching-learning process is prohibited.
The following dress is prohibited:

- Tank tops, muscle shirts, spaghetti straps, racer back tops
- Exposed midriffs while walking, standing, or sitting
- Low-cut/revealing shirts, blouses, or pants
- Any item that advertises alcoholic beverages, drugs, or tobacco, or has printed on it obscene language, gestures, inflammatory messages, or suggestive slogans.
- For any clothing considered "low riding" or "sagging", a belt is required.
- Leggings / Jeggings, Biker Shorts (no biker shorts), etc. may be worn under clothing with an appropriate-length top or tunic.
- Non-prescription sunglasses (shades) inside school buildings (change to anywhere on school grounds)

- Coats that are longer than ¾ length - Trench coats, dusters, etc.
- House shoes, slippers, bubble-slides
- Bandanas or similar headdresses, hats –du rags, scarves, skull caps, bonnets, and hoodies.
- Pajama pants, pajama shorts, or pajama jeans, long johns, - no sleepwear of any kind
- Metal tip picks, combs, rollers, and other styling devices or items that may be worn in the hair.
- Holes in pants only in knees or below.
- Earrings in the nose/eyebrow/tongue - No facial piercings allowed.
- Biker Shorts/tights worn outside of pants
- Loose or sagging pants, slacks, or shorts

Additional Dress Code Information

- Cleveland School District will not be responsible for any expense the student may incur with the piercing of any body part.
- Shorts / Skirts may be worn 3 to 4 inches above the top of the knee.
- Hats, caps, hoodies, sweatbands, or head coverings are not allowed except as approved for religious, cultural, medical, disability-related, safety, school-spirit, or instructional reasons. A clergy letter is not required when the student or parent/guardian provides sufficient information to identify a sincerely held religious accommodation request.
- Administrators will determine the appropriateness and inappropriateness of dress.

Students will not be allowed to wear any type of jewelry during their PE class that may result in injury to the student. The CSD will not be responsible for items that may be lost or stolen while students are involved in any activities.

The principal shall have the final decision about the appropriateness of the clothing for school.

Student Discipline Ladder

Elementary Students

Level I Infractions

These infractions are those that interfere with the normal operations of the school day for both students and teachers. All infractions under Level 1 will begin anew at the beginning of the second semester.

Most level one infractions should be handled by the classroom teacher and should not result in out-of-school suspension.

Level I Infractions

- Tardiness to class
- General classroom misconduct (i.e. talking, minor disrespect, throwing objects)
- Failure to follow class rules/ procedures
- Continually unprepared for class (including sleeping in class)
- Eating and drinking in class

- Loitering in an unauthorized area
- No hall pass
- Running, playing or horseplay (hall or grounds) that may endanger self or others
- Public display of affection
- Dress Code violations, which the student refuses to correct
- Other minor offenses

Students who commit level one infractions in violation of the code of conduct will be subject to one or more of the disciplinary consequences below:

- Warning and Parent Contact
- Loss of recess or other privilege/lunch detention and Parent Contact
- Parent/teacher conference

On the 4th Level I Infraction, the incident will be a Level II Infraction and referral to the school's Multi-Tiered System of Supports Team (MTSS).

Note: Parent contact will be made with each disciplinary action taken by the school.

Level II Infractions

Level II infractions are those that are directed against other persons or their property. These actions may also endanger the health and safety of oneself or others.

Level II Infractions

- Minor theft ($25 or less)
- Minor Vandalism ($25 or less)
- Abusive, profane or obscene language /gestures, or materials (student to student)
- Failure to report to an assigned area (skipping class or leaving class without permission, leaving school campus without permission).
- Inappropriate use of technology
- Class disturbance (interrupts instruction i.e. sustained loud talking, yelling or screaming or sustained out of seat behavior)
- Minor disrespect (i.e. talking back)
- Any activity that places self or others in danger.

Level II offenses will be handled in the following manner: (Principal has discretion for all discipline steps and decisions)

- Referral 1: Mandatory parent conference
- Referral 2: Mandatory parent conference and detention
- Referral 3: 1 day of Out of School Suspension (OSS) and Referral to the Multi-Tiered System of Supports Team (MTSS)
- Referral 4: 3 days of OSS
- Referral 5: 5 days of OSS

Note: Parent contact will be made with each disciplinary action taken by the school.

Level III Infractions: Serious Offenses

These infractions are those actions that display a lack of regard for school or district policies, as well as the rights of the other students and school personnel. Law enforcement may be notified by either school officials or parents, as appropriate.

Level III Infractions

- Possession or use of tobacco/vapor products or related paraphernalia
- Deliberate disobedience/ refusal to obey school personnel (Insubordination)
- Trespassing by a suspended student
- Major disrespect to school personnel (direct profanity toward personnel, demeaning language)
- Theft ($25 to $99)
- Vandalism ($25 to $99)
- Leaving school grounds without administrative permission
- Fighting at school or at any school sanctioned event
- Disruption to the education environment

Level III offenses will be handled in the following manner: (Principal has discretion for all discipline steps and decisions)

- Referral 1: 3 days of Out of School Suspension (OSS) and Referral to the Multi-Tiered System of Supports Team (MTSS)
- Referral 2: 5 days of OSS
- Referral 3 and beyond: 5-10 day of OSS

Note: Parent contact will be made with each disciplinary action taken by the school.

Level IV Infractions

Level IV offenses are those that violate state or local laws and will result in an automatic suspension and a possible recommendation for a Due Process Hearing. Law enforcement will be notified as necessary.

Level IV Infractions

- Use of obscene or profane language, gestures, or material to school personnel
- Invasion of privacy (includes areas off limits to that sex/gender and any applicable violations)
- Threatening, intimidating, taunting or harassing another student (physically, verbally, or written)
- Unprovoked physical abuse (student(s) attack another student without provocation)
- Gang attack (two or more students attack, threaten, or intimidate another student)
- Group fight: Any student who joins an existing fight; or any students who begin fighting while another fight is occurring.

Level IV offenses will be handled in the following manner: (Principal has discretion for all discipline steps and decisions)

- Referral 1: 3-5 days of Out of School Suspension (OSS) and Referral to the Multi-Tiered System of Supports Team (MTSS)
- Referral 2 and beyond 5-10 days of OSS and a possible referral to the CSD Due Process Hearing Committee at the discretion of the administrator.

Note: Parent contact will be made with each disciplinary action taken by the school.

Level V Infractions

Level V offenses are those that violate state or local laws and will result in an automatic suspension and a recommendation for Due Process Hearing. Law enforcement will be notified as necessary.

Level V Infractions

- Possession of /or use of any knife, gun, bullets or other object that violates state or federal law.(including toy guns, toy knives, and any other look-a-like weapon)
- Making a terroristic threat via social media, calls, and various means of communications. A determination will be made following a validation of student(s) making the posts to ensure the student is actually using the account.
- Threatening, intimidating, or act of physical or verbal abuse to school personnel
- Use, possession, and/or distribution of explosives/ Incendiary device/ object (firecrackers, gasoline, lighter fluid, homemade explosive device, Taser, pepper spray)
- Alcohol possession and/or use distribution
- Any other activities that show disregard for other students and school personnel, i.e. bullying, sexual harassment, the battery of staff/faculty members, or another student.
- Use, possession, distribution or sale of drugs, drug paraphernalia, or other controlled substances.
- Major vandalism ($100 or more)
- Major theft ($100 or more)

Note: Parent contact will be made with each disciplinary action taken by the school.

Secondary Students 7-8

Level I Infractions

These infractions are those that interfere with the normal operations of the school day for both students and teachers. All infractions under Level 1 will begin anew at the beginning of each semester unless the student is on a behavior plan.

Level I infractions are such infractions as listed below but are not limited to the list below. Administrators will interpret infractions not listed below to determine the infraction level.

Level I Infractions

- Tardiness to Class
- General classroom misconduct
- Following Class Rules/Procedures
- Continually Unprepared for class
- Eating and Drinking

Level I infractions will be handled in the following manner:

- Referral 1: Phone call home by the Teacher
- Referral 2: Detention issued by the Teacher with a parent call home (a student may serve one detention per teacher per grading period (Nine Weeks))

- Referral 3: 3 days of In School Suspension (ISS) with parent phone call Parent conference with the teacher.
- Referral 4: 2 days of Out of School Suspension (OSS) (Administrative Discretion) and parent meeting. Referred to the Multi-Tiered System of Supports Team (MTSS). Must make a referral to the counselor for student counseling.
- Referral 5: 3 days of OSS (Administrative Discretion)
- Referral 6 & 7: 5 days of OSS (Administrative Discretion)
- Referral 8 and beyond 5 days of OSS (Administrative Discretion). The student may be referred to the CSD Due Process Hearing Committee (10 day OSS for Due Process referrals).

Note: Parent contact will be made with each disciplinary action taken by the school.

Level II Infractions

Level II infractions are those that are directed against other persons or their property. These actions may also endanger the health and safety of oneself or others.

Level II Infractions

- Minor theft ($25 or less)
- Minor Vandalism ($25 or less)
- Abusive, profane or obscene language /gestures, or materials (student to student)
- Failure to report to an assigned area/skipping class
- Class disturbance, outbursts, interruption of educational environment
- Minor disrespect and defiance
- Any activity that places self or others in danger.

Level II offenses will be handled in the following manner: (Principal has discretion for all discipline steps and decisions)

- Referral 1: Parent Contact and 1-3 days of In-School Suspension (ISS)
- Referral 2: Parent Contact and 1-2 days Out of School Suspension (OSS). A referral must be made to the counselor for student counseling.
- Referral 3: Parent Contact and 2-3 days of OSS and referral to the Multi-Tiered System of Supports Team (MTSS).
- Referral 4: Parent Contact and 3-5 days of OSS.
- Referral 5: Parent Contact and 5 days of OSS and/or referral to the CSD Due Process Hearing Committee.

Note: Parent contact will be made with each disciplinary action taken by the school.

Level III Infractions: Serious Offenses

These infractions are those actions that display a lack of regard for school or district policies, as well as the rights of the other students and school personnel. Law enforcement may be notified by either school officials or parents, as appropriate.

Level III Infractions

- Possession or use of tobacco/vapor products or related paraphernalia (lighters, matches, rolling paper, etc.)
- Deliberate disobedience/refusal to obey school personnel (insubordination).
- Trespassing by a suspended student
- Major disrespect to school personnel

- Theft ($25 to $99)
- Vandalism ($25 to $99)
- Leaving school grounds without administrative permission
- Sexual Act (groping, fondling, unwelcomed advances, sexual harassment.

Level III offenses will be handled in the following manner: (Principal has discretion for all discipline steps and decisions)

- Referral 1: Parental Contact, 1-3 days OSS and referral to the **Multi-Tiered System of Supports Team (MTSS).**
- Referral 2: Parental Contact. 3-5 days OCC. A referral must be made to the counselor for student counseling.
- Referral 3 and beyond: 5-10 days of OSS and/or referral to the CSD Due Process Hearing Committee. (10-day OSS for Due Process referrals)

Note: Parent contact will be made with each disciplinary action taken by the school.

Level IV Infractions

Level IV offenses are those that violate state or local laws and will result in an automatic suspension and a possible recommendation for a Due Process Hearing. Law enforcement will be notified as necessary. The Principal has discretion for all discipline steps and decisions.)

- Use of obscene or profane language, gestures, or material to school personnel
- Invasion of privacy (includes areas off limits to that sex/gender and any applicable violations)
- Threatening, intimidating, taunting or harassing another student (physically, verbally, written or via social media.)
- Unprovoked physical abuse (student(s) attack another student without provocation)
- Fighting at school or at any school-sanctioned event.
- Gang attack (two or more students attack, threaten, or intimidate another student)
- Group fight: Any student who joins an existing fight; or any students who begin fighting while another fight is occurring
- Possession of Pepper Spray

Level IV offenses will be handled in the following manner: (Principal has discretion for all discipline steps and decisions)

- Referral 1: 3-5 days of Out of School Suspension (OSS) and referral to the Multi-Tiered System of Supports Team (MTSS). A referral must be made to the counselor for student counseling.
- Referral 2 and beyond 5-10 days of OSS and a possible referral to the CSD Due Process Hearing Committee. (10-day OSS for Due Process referrals)

Note: Parent contact will be made with each disciplinary action taken by the school.

Level V Infractions

Level V offenses are those that violate state or local laws and will result in an automatic suspension **and** a recommendation for Due Process Hearing. Law enforcement will be notified as necessary. **(Principal has discretion for all discipline steps and decisions.)**

Level V Infractions

- Possession of /or use of any knife, gun, bullet, or other object that violates state or federal law. (including toy guns, toy knives, and any other look-a-like weapon)
- Making a terroristic threat via social media, calls, and various means of communication. A determination will be made following a validation of the student(s) making the posts to ensure the student is actually using the account.
- Threatening, intimidating, or act of physical or verbal abuse to school personnel
- Use, possession, and/or distribution of explosives/ Incendiary devices/ object (firecrackers, gasoline, lighter fluid, homemade explosive device, Taser)
- Use of Pepper Spray
- Alcohol possession and/or use distribution
- Any other activities that show disregard for other students and school personnel, i.e. bullying, sexual harassment, the battery of staff/faculty members, or another student.
- Use, possession, distribution or sale of drugs, drug paraphernalia, or other controlled substances.
- Major vandalism ($100 or more)
- Major theft ($100 or more)

Secondary Students 9-12

Level I Infractions

These infractions are those that interfere with the normal operations of the school day for both students and teachers. All infractions under Level 1 will begin anew at the beginning of the second semester.

Level I Infractions 1 & 2

1. Failure to follow general class rules/ procedures
2. Continually unprepared for class

Handled by the classroom teacher, using the following consequences:

- Referral 1: Parental contact with a warning and conference with the teacher.
- Referral 2: Parental contact and referral to the counselor
- Referral 3: Parental contact and referral to administrator

Level I Infractions 3-7

3. Loitering in an unauthorized area
4. No hall pass
5. Running, playing or horseplay (hall or grounds) that may endanger self or others
6. Public display of affection, touching, kissing
7. Other minor offenses

Level I Infractions 3-7 will be handled in the following manner: (Principal has discretion for all discipline steps and decisions)

- 1st Referral- Parental contact and 1-2 days of In School Suspension (ISS)
- 2nd Referral- Parental contact and 2-3 days of ISS
- 3rd Referral- Parental contact and 1-3 days Out of School Suspension (OSS). A referral must be made to the counselor for student counseling.
- 4th Referral- Parental contact and 2-5 days of OSS
- 5th Referral- Parental contact and 5 days of OSS and referral to the CSD Due Process Hearing Committee. (10-day OSS for Due Process referrals)

Note: Parent contact will be made with each disciplinary action taken by the school.

Additional Level I Infractions

Tardiness to class

A student is referred to the office after the 3rd tardy to a class and will receive 1 day of ISS. The next referral will occur on the 5th tardy and the student will receive 2 days ISS. Each tardy after 5 for a class will result in a referral and 2 days ISS.

Dress Code Violations

Students must be dressed appropriately each day. Students not dressed appropriately will be given a chance to correct the issue before entering the classroom. Continuous offenders will be referred to the office for corrective action. Students cannot be in class while out of the dress code.

- First Violation: Warning and contact with parent/ guardian (must be documented)
- Second Violation: Parent Contact and placed in ISS for 1 day
- Third Violation: Parent Contact and placed in ISS for 2 to 3 days.
- Fourth Violation: 1 day OSS

Level II Infractions

Level II infractions are those that are directed against other persons or their property. These actions may also endanger the health and safety of oneself or others.

Level II Infractions

- Minor theft ($25 or less)
- Minor Vandalism ($25 or less)
- Abusive, profane or obscene language /gestures, or materials (student to student)
- Failure to report to an assigned area/skipping class
- Class disturbance, outbursts, interruption of educational environment
- Minor disrespect and defiance
- Any activity that places self or others in danger.

Level II offenses will be handled in the following manner: (Principal has discretion for all discipline steps and decisions)

- Referral 1: Parent Contact and 1-3 days In School Suspension (ISS)

- Referral 2: Parent Contact and 1-2 days of Out of School Suspension (OSS). A referral must be made to the counselor for student counseling.
- Referral 3: Parent Contact and 2-3 days of OSS and referral to the Multi-Tiered System of Supports Team (MTSS)
- Referral 4: Parent Contact and 3-5 days of OSS
- Referral 5: Parent Contact and 5 days of OSS and/or referral to the CSD Due Process Hearing Committee.

Note: Parent contact will be made with each disciplinary action taken by the school.

Level III Infractions: Serious Offenses

These infractions are those actions that display a lack of regard for school or district policies, as well as the rights of the other students and school personnel. Law enforcement may be notified by either school officials or parents, as appropriate.

Level III Infractions

- Possession or use of tobacco/vapor products or related paraphernalia (lighters, matches, rolling paper, etc.)
- Deliberate disobedience/refusal to obey school personnel (insubordination).
- Trespassing by a suspended student
- Major disrespect to school personnel
- Theft ($25 to $99)
- Vandalism ($25 to $99)
- Leaving school grounds without administrative permission
- Sexual Act (groping, fondling, unwelcomed advances, sexual harassment.

Level III offenses will be handled in the following manner: (Principal has discretion for all discipline steps and decisions)

- Referral 1: Parental Contact, 1-3 days Out- of School Suspension and referral to Multi-Tiered System of Supports Team (MTSS)
- Referral 2: Parental Contact 3-5 days Out of school suspension. A referral must be made to the counselor for student counseling.
- Referral 3 and beyond: 5-10 days of OSS and referral to the CSD Due Process Hearing Committee. (10-day OSS for Due Process referrals)

Note: Parent contact will be made with each disciplinary action taken by the school.

Level IV Infractions

Level IV offenses are those that violate state or local laws and will result in an automatic suspension and a possible recommendation for a Due Process Hearing. Law enforcement will be notified as necessary.

Level IV Infractions

- Use of obscene or profane language, gestures, or material to school personnel
- Invasion of privacy (includes areas off limits to that sex/gender and any applicable violations)
- Threatening, intimidating, taunting or harassing another student (physically, verbally, written or via social media.)

- Unprovoked physical abuse (student(s) attack another student without provocation)
- Fighting at school or at any school-sanctioned event.
- Gang attack (two or more students attack, threaten, or intimidate another student)
- Group fight: Any student who joins an existing fight; or any students who begin fighting while another fight is occurring
- Possession of Pepper Spray

Level IV offenses will be handled in the following manner:

- Referral 1: 3-5 days out of school suspension and referral to **Multi-Tiered System of Supports Team (MTSS)**
- Referral 2 and beyond 5-10 day out of school suspension and a possible referral to the CSD Due Process Hearing Committee. (10-day OSS for Due Process referrals)

Note: Parent contact will be made with each disciplinary action taken by the school.

Level V Infractions

Level V offenses are those that violate state or local laws and will result in an automatic suspension and a recommendation for Due Process Hearing. Law enforcement will be notified as necessary. **(Principal has discretion for all discipline steps and decisions)**

Level V Infractions

- Possession of /or use of any knife, gun, bullet, or other object that violates state or federal law. (including toy guns, toy knives, and any other look-a-like weapon)
- Making a terroristic threat via social media, calls, and various means of communication. A determination will be made following a validation of the student(s) making the posts to ensure the student is actually using the account.
- Threatening, intimidating, or act of physical or verbal abuse to school personnel
- Use, possession, and/or distribution of explosives/ Incendiary devices/ object (firecrackers, gasoline, lighter fluid, homemade explosive device, Taser)
- Use of Pepper Spray
- Alcohol possession and/or use distribution
- Any other activities that show disregard for other students and school personnel, i.e. bullying, sexual harassment, the battery of staff/faculty members, or another student.
- Use, possession, distribution or sale of drugs, drug paraphernalia, or other controlled substances.
- Major vandalism ($100 or more)
- Major theft ($100 or more)

Bus Conduct

School Board Policy: JCDAD

Responsibilities

While Mississippi law requires the district to furnish transportation to its eligible students, parents have the responsibility of supervising the students until they board the bus in the morning and after they leave

the bus at the end of the school day. Furthermore, students have the responsibility to obey all rules of conduct while waiting for, riding and leaving the bus.

The school bus driver is authorized and responsible to the school district to maintain student order and to insure safety at all times. Therefore, he is authorized to instruct and otherwise control students while they are on the bus.

The principal will be responsible for disciplining students **reported to him/her by the driver**. Questions and inquiries regarding discipline should be directed to the school principal. Questions and inquiries regarding stops, routes, and student eligibility must be directed to the Transportation Supervisor.

Rules of Conduct

Students who do not conduct themselves properly will not be allowed to ride the bus. Students may be subjected to disciplinary action provided by district policies, including but not limited to suspension and expulsion from school or from the bus, for misconduct on the bus.

While riding a school bus, students must conform to all rules of conduct as established by Policies [JCA, JCBD, JCBF, and JCDAD] and the student code of conduct adopted by their schools. The principal shall provide to each student eligible to ride a bus a list of rules, including but not necessarily limited to the following:

Loading and Unloading

- Be at your assigned loading zone on time.
- Exercise extreme caution in getting to and from your assigned bus stop.
- Look in both directions before stepping from behind parked cars.
- Stay well off the roadway until the bus comes to a complete stop and the bus driver indicates that it is safe to board.
- Do not play on or near the road while waiting for the bus to arrive.
- Look in both directions before crossing any roadway.
- Never walk on the road when there is a sidewalk or pathway.
- Always walk on the left side of the road facing oncoming traffic and step off the road when a motor vehicle approaches.
- Wait until the bus comes to a complete stop before trying to load and unload.
- Use the handrail while getting on and off the bus.
- If possible, wear white or light-colored clothing or carry a flashlight when you walk on the roadway at night in order that the motoring public might be aware of your presence.
- When you must cross the road to enter the bus, or after leaving the bus, always cross in front of the bus and walk approximately 10 feet ahead of the bumper.

Riding the Bus

- Do not distract the driver's attention other than when necessary.
- Talk to your friends in a normal tone and do not shout. Do not talk or make unnecessary noise when the bus is approaching and crossing a railroad or a highway intersection.
- Keep head, hands, and articles inside the bus.
- Do not bring unauthorized articles on the bus (i.e., pets, combustibles, large articles, weapons).
- Do not use profane language or make obscene gestures.

- Do not fight or scuffle.
- Be courteous to and follow the instructions of your bus driver and safety patrol.
- Do not strike or threaten the bus driver.
- Do not make excessive noise.
- Do not throw objects inside or outside the bus.
- Do not commit any other acts deemed improper by the student code of conduct or by the bus driver.
- Student-to-student sexual harassment will not be tolerated. Complaints of student-to-student sexual harassment will be handled in accordance with Policy JB-P, Students Complaints of Sexual Discrimination/Harassment - Title IX Procedures.
- Smoking is prohibited on the school bus and on all educational property. Violation of the no-smoking rule will be handled in accordance with the "Mississippi Adult Tobacco Use on Educational Property Act of 2000," ' 97-32-25 thru 97-32-29. (For details refer to sample policy JCB - Code of Conduct.)

Discipline Procedures

Minor Infractions

1st Report	Conference with student; Parent Conference must be requested.
2nd Report	Suspended from riding the bus for three (3) days (Parent will be notified)
3rd Report	Suspended from the bus for five (5) days. (Parent conference)
4th Report	Suspended from the bus for ten (10) days. (Parent conference)
5th Report	Suspended for remainder of semester or school year (Parent conference)

Major Infractions

Major infractions shall be handled in accordance to the discipline ladder.

Student Restraint and Seclusion

School Board Policy: JCBA

The District supports positive behavior interventions and trauma-informed de-escalation practices. Physical restraint or seclusion may be used only as an emergency safety intervention when a student's behavior poses an imminent danger of serious physical harm to the student or others and less restrictive interventions have failed or are not feasible.

Restraint or seclusion will not be used for discipline, punishment, convenience of staff, retaliation, coercion, property destruction alone, verbal threats alone, noncompliance, disrespect, or disruption that does not pose imminent danger of serious physical harm.

Prohibited practices include any restraint that restricts breathing or blood flow, mechanical restraint except by law enforcement as permitted by law, chemical restraint, locked seclusion, and any technique inconsistent with training or law.

A student in seclusion must be continuously monitored by trained staff, and seclusion must end as soon as the student regains behavioral control or the imminent danger ends. Physical restraint must end as soon as the imminent danger ends.

The school will document each use of restraint or seclusion, notify the parent/guardian as soon as practicable the same day, and provide written notice within a defined District timeline, preferably within one (1) school day. The school will conduct an administrative review/debrief, consider needed supports, and review the student's IEP, Section 504 plan, behavior intervention plan, or health plan when appropriate.
For more information, see Policy JCBA Student Restraint and Seclusion.

Student Activity Conduct

Students are reminded that they are under the jurisdiction of the school when attending ball games or any other school activity, even though the activity or game is conducted after school hours or off-campus.

1. Students are to sit in the home stands of the stadium/gym.
2. Students may be instructed to leave the stadium/gym for the following reasons:
    a. Running in or on the stadium/gym premises
    b. Throwing paper, ice, cups, liquids, popcorn, boxes, confetti, streamers, or any other product
    c. Standing in the portals or doorways
    d. Pushing or shoving
    e. Loud, abusive, criticism of referees, coaches, or players will not be tolerated. Persistent violations will result in exclusion from district sporting events.

Students not observing these rules, as well as accepted rules of good conduct, will be asked to leave the stadium/gym and may be subject to disciplinary action or police custody.

Assembly Conduct

- Enter the auditorium or meeting area in an orderly manner.
- Be seated as quickly as possible.
- Refrain from disruptive actions such as loud and unnecessary talking, whistling, clapping, or yelling.

Cell Phone and Electronic Devices in School

School Board Policy: JE - Cell Phone/Electronic Devices

Students may possess cell phones or personal electronic devices only as allowed by Board policy and school rules. Devices must remain turned off and stored during the instructional day unless a teacher, administrator, IEP team, Section 504 team, health plan, or other authorized staff member permits use for instructional, assistive technology, medical, safety, or emergency purposes.

Students may not use devices to record, photograph, livestream, post, share, or distribute images or recordings of other students, staff, fights, injuries, medical incidents, discipline incidents, private areas, testing materials, or other content in violation of law, Board policy, or school rules.

Nothing in this policy prohibits use of a device as assistive technology, medical monitoring equipment, communication support, or other accommodation required by a student's IEP, Section 504 plan, individualized health plan, or administrator-approved safety plan.

A student will not be disciplined for good-faith use of a device to contact emergency services or a trusted adult when the student reasonably believes there is an imminent threat to health or safety, although misuse of devices remains subject to discipline.

The District is not responsible for loss, theft, damage, data charges, or service fees associated with personal devices. Discipline for misuse will be progressive when appropriate.

Policy EFCA: Use of Meta AI Glasses

Definitions

- **Meta AI Glasses:** Wearable eye wear developed by Meta Platforms, Inc., that includes built-in artificial intelligence (AI) features such as real-time visual analysis, audio recording, image and video capture, internet connectivity, and augmented reality capabilities. This includes both **prescription** and **non-prescription** versions.
- **Wearable Technology:** Devices worn on the body with computing capabilities, including but not limited to smart glasses, smartwatches, fitness trackers, and augmented/virtual reality headsets.
- **Recording Features:** Any function of a device that allows audio, video, or photo capture, including streaming or real-time analysis.

Student Use

- **Prohibited Use:** Students are **prohibited** from using Meta AI glasses or any similar wearable device with recording or augmented reality features during the school day, including in classrooms, restrooms, locker rooms, and other private areas, **regardless of whether the glasses are prescription-based**.
- **Prescription Exceptions:** Students who require prescription Meta AI glasses for vision correction may apply for an **exception** through the school nurse or principal. However, AI and recording functionalities must be **disabled** during school hours. Verification will be required.
- **Testing and Assessments:** The use of any wearable technology, including Meta AI glasses, is strictly prohibited during testing unless required as part of an approved Individualized Education Plan (IEP) or 504 Plan.
- **Disciplinary Action:** Unauthorized use of Meta AI glasses may result in confiscation of the device and disciplinary action in accordance with the Student Code of Conduct.

School Searches

The District recognizes students' constitutional rights and the District's duty to maintain safe, orderly schools. Searches by school officials must be reasonable at inception and reasonable in scope under the circumstances, unless a recognized exception applies.

Searches of a student's person or personal possessions require individualized reasonable suspicion that the student has violated law, Board policy, or school rules and that the

search will produce evidence of the violation. Searches will be conducted privately and respectfully by authorized personnel. When practicable, at least two District employees will be present.

Lockers, desks, and other school property remain under District control and may be inspected as permitted by Board policy. Vehicles driven or parked on school property may be subject to visual inspection and further search based on reasonable suspicion, consent, law enforcement involvement, or other lawful basis.

The District may use trained detection dogs to inspect lockers, vehicles, common areas, and unattended personal property in accordance with law and Board policy. Detection dogs will not be used to sniff a student's person.

School employees will not conduct strip searches. If extreme circumstances create a serious safety concern involving concealed contraband or a weapon, the principal or designee will contact law enforcement and the parent/guardian as appropriate and will proceed only in a manner consistent with law, student privacy, and safety.

All searches shall be documented by the administrator or designee.

Additional Discipline Information

Gang Activity

This school district is committed to maintaining a safe school environment for its students and staff. Students are expected to adhere to the school's and district's standards of conduct that promote well-being and support the learning process. Gang activity will not be tolerated in any form. Where gang activity is suspected or confirmed a complaint will be filed in accordance with the "Mississippi Streetgang Act" (MS Code '97-44-1 et seq.).
School Board Policy: JCBB

Vandalism

If any student shall willfully destroy, cut, deface, burn, or damage any school building, equipment or other school property, he shall be subject to suspension or expulsion and his parents, legal guardians or custodians shall be liable for all damages.

I. LIABILITY FOR DAMAGES

The District may institute legal proceedings against and recover damages provided by law from parents of minor students who maliciously and willfully damage or destroy school property. The discipline plan of each school shall contain a statement of parental responsibilities in this regard as required by Policy JDA.

II. REPORTING VANDALISM

Citizens, students and law enforcement are urged by the board to cooperate in reporting any incidents of vandalism in District property and the name(s) of the person(s) believed to be responsible.

All district employees shall notify the principal of the school when they have knowledge that an act of vandalism has or may have occurred.

The principal shall notify the superintendent or his designee of all reports of vandalism.

The superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property. He/She is further authorized to delegate authority to perform these functions.
School Board Policy: ECBA

Unlawful or Violent Acts

Mandatory or recommended suspension/expulsion for unlawful or violent acts will be applied consistent with Mississippi law, Board policy, due process, and required protections for students with disabilities, students protected by Section 504, English Learners, students experiencing homelessness, and students in foster care.

Any unlawful or violent act is absolutely prohibited on school property or during school-related activities.

A student shall be subject to automatic suspension and/or recommendation of expulsion by the superintendent or principal when there exists reasonable grounds to believe that a student has committed an unlawful or violent act on school property, during school-related activities or otherwise when the commission of the unlawful or violent act has or threatens a disruptive effect on the educational process or threatens the safety of the student or others. Such suspension pending expulsion shall take effect immediately subject to the procedures of due process stated in Policy JDE Expulsion.
For more information, see Board Policies JCBE Unlawful or Violent Acts and JCBF Reporting of Unlawful or Violent Acts.

Gun-Free Schools

When Mississippi law or federal law requires automatic expulsion or recommendation for expulsion, the District will follow the law and provide required due process. The superintendent may modify the period of expulsion on a case-by-case basis were permitted by law.

The term firearm includes, but is not limited to, any weapon designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device. The term destructive device means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any or the devices described herein.

Any student who possesses a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on school property as defined in Section 97-37-17, Mississippi Code of 1972, shall be subject to automatic expulsion by the superintendent or principal of the school in which the student is enrolled. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board.

No student is permitted to bring a firearm on school property.
For more information, see Board Policy JCBH Gun-Free Schools.

Student Drug Testing Program Extracurricular Activities

The Cleveland School District Board of Education, in an effort to protect the health and safety of its students from illegal and/or performance-enhancing drug use and abuse, thereby setting an example for all other students of the Cleveland School District, has adopted the following policy for drug testing of students participating in extracurricular activities.

Participation in school-sponsored extracurricular activities such as interscholastic athletics is a privilege. Illegal drug use of any kind is incompatible with participation in any extracurricular activities on behalf of the Cleveland School District. Students who participate in extracurricular activities are respected by the student body and are expected to hold themselves as good examples of conduct, sportsmanship, and training. Accordingly, students in extracurricular activities carry a responsibility to themselves, their fellow students, their parents, and their school to set the highest possible example of conduct, which includes avoiding the use or possession of illegal drugs. This policy is intended to complement all other policies, rules and regulations of the Cleveland School District regarding possession or use of illegal drugs.

This policy has been adopted to promote the safety, health and well-being of the students of the Cleveland School District. This policy is not intended to be disciplinary or punitive in nature. The sanctions of this policy relate solely to limiting the opportunity of any student found to be in violation of the policy to participate in any extracurricular activities. There will be no academic sanction for violation of this policy. This policy shall apply to all participant students in grades 7-12.

For more information, see Board Policy JCDAB Student Drug Testing Program Extracurricular Activities.

Drugs and Alcohol

Students are absolutely prohibited from carrying, possessing in any manner, using or selling alcoholic beverages, morphine, marijuana, cocaine, opium, heroin or their derivatives or compounds, drugs commonly called LSD, "pep" pills, tranquilizers, or any other narcotic drug, barbiturate, substance ingredient or compound which, when taken orally, intravenously, inhaled or in any other manner, may cause the person to be under the influence thereof or any other controlled substance regulated by law.

The provisions of this policy shall not apply to any student who is under the care of a licensed physician and who is taking medication which is under the supervision and direction of such physician. With regard to prescription medications, Policy JGCD applies.

The provisions of this policy shall apply to all students during all of the period of time that they are under and subject to the jurisdiction of this school district, while participating in or going to or from any school-related activity, while under the supervision and direction of any teacher, principal or other authority of this school district or when such conduct does or may threaten to interfere with or disrupt the educational process or pose a threat to the safety of the student or others.

Any student violating any of the provisions of this policy shall be automatically suspended and recommended for expulsion by the superintendent or principal of the school in which the student is enrolled. The suspension shall be effective immediately subject to the procedures of due process as stated in Policy JCAA. In the event of violation of this policy, all reporting requirements of Policy JCBF shall be applicable.

This policy is for the discipline and protection of the students of this school district and their general welfare. Nothing herein contained shall be construed to avoid any prosecution under any pertinent criminal statute of the State of Mississippi.

School Board Policy: JCDAC

Weapons

Look-alike weapons, toy weapons, replicas, and objects used or displayed as weapons are prohibited and may result in serious discipline. These items should be listed separately from firearms or dangerous weapons so that legal consequences are applied accurately based on the object, conduct, threat, and applicable law.

School-approved instructional, theatrical, ceremonial, ROTC, band, or similar uses involving props or equipment must be approved in advance by the principal or superintendent and must comply with law and Board policy. No student may bring any such item to campus without prior written approval and supervision.

No student, employee or visitor may possess a weapon in, on or about school buildings, grounds, athletic fields or any other property used for school-related purposes, except as permitted by law. No weapons, whether real or look-alike, shall be possessed on campus or at any other school-related event, except for school-approved instructional, theatrical, ceremonial, ROTC, band, or similar uses approved in advance by the principal or superintendent and supervised in accordance with law and Board policy. Any student who violates this policy will be suspended and recommended for expulsion in accordance with Policy JCBH.

For more information, see Policy JCDAE Weapons and Policy JCBH Gun-Free Schools.

PENALTIES FOR VIOLATION

- Any student who violates this policy will be suspended and recommended for expulsion in accordance with Policy JCBH.

- Any employee who violates this policy will be subject to disciplinary action in accordance with Policy GBRL.
- Any visitor who violates this policy will be asked to leave school property immediately and further action, including but not limited to filing criminal charges, may be taken as necessary.
- Any person violating this policy may be subject to criminal action and penalties as provided in Miss. Code Ann. ' 97-37-17.

School Board Policy: JCDAE

Sexual Activity on School Property/Events

Students in the Cleveland School District shall not engage in any sexual activity on school property or at any school-sponsored activity.
School Board Policy: JDABA

Detention, Suspension, and Expulsion

Detention

Detention of students for disciplinary purposes is permissible. The superintendent and principal shall establish guidelines for detention. All detention shall be supervised by district personnel. The planning and scheduling of students to be kept after school in detention should reflect this district's philosophy of student-centered instruction and his/her individual worth.
School Board Policy: JDC

Suspension

When unacceptable behavior cannot be corrected by the resources of the teacher or school administration, the board hereby authorizes the school principal or his designee to suspend any student for violation of any published rule or regulation or for any other act of misconduct or insubordination as a final effort to influence the student's future behavior.

A parent/guardian should be notified whenever a child is suspended from school.

At no time should a child be suspended and sent home without parent/guardian notification. A parent\guardian must be contacted to come to the school and pick the child up. The child cannot be released to leave the building on his/her own. If a parent/guardian cannot be reached then the child will remain in the building until school is dismissed for the day.

A student on suspension for 3 or more days must return to school accompanied by a parent, legal guardian or custodian before he will be readmitted to school.
For more information, see Board Policy JDD Suspension.

Expulsion

A student may be expelled for committing any of the offenses identified as expellable offenses in the discipline plan.

The superintendent and principal of a school shall have the power to suspend or expel a pupil for good cause, including misconduct in the school or on school property, as defined in Section 37-11-29, on the road to and from school, or at any school-related activity or event, or for conduct occurring on property other than school property or other than at a school-related activity or event when such conduct by a pupil, in the determination of the superintendent or principal, renders that pupil'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, or for any reason for which such pupil might be suspended, dismissed, or expelled by the school board under state or federal law or any rule, regulation or policy of the local school district.
The board shall review and make a final decision on all recommendations of expulsion made by the superintendent or a principal.

For more information, see Board Policy JDE Expulsion.

Due Process

School Board Policy: JCAA

Short-Term Suspensions

Before a student is suspended for ten (10) school days or fewer, the student will ordinarily receive oral or written notice of the charge, an explanation of the evidence if the student denies the charge, and an opportunity to present the student's side of the story. In an emergency, a student may be removed immediately when the student's presence poses a continuing danger or ongoing threat of disruption; notice and an opportunity to respond will be provided as soon as practicable.

Suspensions Greater Than Ten Days and Expulsions

For a suspension of more than ten (10) school days, expulsion, or other disciplinary removal that requires formal due process, the student and parent/guardian will receive written notice of the charges, the proposed disciplinary action, hearing rights, appeal rights, and timelines. The student may be represented by legal counsel, present evidence, and question witnesses as allowed by Board policy and law. Board decisions are final within the District administrative process, subject to any rights available under law.

Students with Disabilities

When a student with an IEP or Section 504 plan is removed for disciplinary reasons, the District will follow all required IDEA, Section 504, and state procedures. If disciplinary removals constitute a change of placement, the appropriate team will conduct a manifestation determination within ten (10) school days as required by law. The District will provide educational services during removals as required, review or conduct a functional behavioral assessment when appropriate, and develop or revise a behavior intervention plan when required.

A student with a disability may be placed in an interim alternative educational setting for up to forty-five (45) school days when permitted by IDEA for weapons, drugs, or serious bodily

injury, or by order of a hearing officer. The setting must enable the student to continue participating in the general curriculum and progressing toward IEP goals, as required by law.

Bullying & Harassment

School Board Policy: JDDA
The Board of Trustees of the Cleveland School District prohibits bullying or harassing behavior of students, school employees, or volunteers. The Cleveland School District will make every reasonable effort to ensure that no person or school employee is subjected to bullying or harassing behavior by other students or other school employees.

1. 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 education, including but not limited to 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.

The above conduct constitutes bullying if that conduct interferes with a student's education or substantially disrupts the operation of a school.

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 a disruption to the operation of 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 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. Retaliation or reprisal against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying or harassing behavior, is prohibited.

The Cleveland School District recognizes the fundamental right of every student to take “reasonable actions” as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing.

“Reasonable action” includes, but is not limited to, promptly reporting the bullying or harassing behavior to a teacher, principal, counselor, or other school employee.

These procedures shall be appropriately placed in District personnel policy handbooks, school handbooks that include discipline policies and procedures, and any other policy or procedure that deals with student or employee behavior.

The School Board directs the superintendent or designee to design and implement procedures for reporting, investigating, and addressing bullying and harassing behaviors.

Legal Reference: MS Code of 1972 37-11-67 and 37-11-69

Procedures for Reporting and Processing Complaints

Students and employees in the Cleveland School District are protected from bullying or harassing behavior by other students, employees, or volunteers. It is the intent of the Board and administration to maintain an environment free from bullying, harassing behavior, discrimination, and retaliation.

Any student, parent/guardian, employee, volunteer, or other person may report bullying or harassing behavior to a teacher, principal, counselor, Title IX Coordinator, superintendent, or other school official. A school employee who witnesses or has reliable information that a student or school employee has been subjected to bullying or harassing behavior must report the incident to the appropriate school official. Reports should be made as promptly as possible so the District can investigate and respond effectively. However, the District will accept and review reports made after any stated reporting window. A late report does not waive the right to have the concern reviewed, although delay may affect the District's ability to investigate fully.

The school official receiving the report will document the report and forward it promptly to the principal or appropriate administrator. Complaints against a principal will be reported to the superintendent. Complaints against the superintendent will be reported to the Board president or Board attorney consistent with Board policy.

The District will notify the parent/guardian of the alleged victim and the parent/guardian of the alleged aggressor within a reasonable time, consistent with law, student privacy, and safety. The District will investigate promptly, provide appropriate interim supports when needed, and communicate findings and corrective actions to the extent permitted by FERPA and other privacy laws.

Students who are victims of, witnesses to, or participants in bullying or harassing behavior will be informed of available counseling and support options. Students will not be disciplined for using reasonable self-defense in response to bullying or harassment, as provided by law and Board policy.

If the alleged conduct may also constitute discrimination or harassment based on race, color, national origin, sex, disability, age, religion, or another protected classification, the matter will also be referred to the appropriate civil-rights coordinator and processed under the applicable Board policy. Retaliation against any person who reports bullying or harassment or participates in an investigation is prohibited.

Bullying/Harassing Behavior Reporting Form

Cleveland School District

This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

Directions: Bullying, harassment, or intimidation are serious and will not be tolerated. This is a form to report alleged bullying, harassment, or intimidation that occurred on school property; at a school-sponsored activity or event off school property; or on a school bus, in the current school year. If you are a student victim, the parent/guardian of a student victim, a close adult relative of a student victim, or a school staff member and wish to report an incident of alleged bullying, harassment or intimidation, complete this form and return it to the Principal at the student victim's school.

Policy Definition

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.

Today's Date: _____/_____/_____ School _____

Person Reporting Incident: _____

Telephone _____-_____-_____ Email _____

Place an **X** in the appropriate box:

☐ Student ☐ Student (witness/bystander) ☐ Parent/guardian ☐ Close adult relative ☐ School staff member

1. Name of alleged victim: _____ Grade _____ Age _____
(Please print)

2a. Name(s) of alleged offender(s) (Please print)	School	Is he/she a student?
		☐Yes ☐ No
		☐Yes ☐ No
		☐Yes ☐ No
		☐Yes ☐ No
2b. Witnesses: (Please print)	**School**	**Is he/she a student?**
		☐Yes ☐ No
		☐Yes ☐ No
		☐Yes ☐ No

3. On what date(s) did the incident happen? _____

4. Where did the incident happen? _____

5. Describe what happened on the lines below (and on back of this form if needed):

6. What did the alleged offender(s) say or do?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

6. Why did the bullying, harassment or intimidation occur?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

7. Is there any additional information you would like to provide?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____	_____	_____	_____
Signature of Complainant (or Complainant's Parent/Legal Guardian)	**Date**	**Signature of School Official** (If oral report taken and reduced to writing)	**Date**

General Information

Acceptable Use Policy

School Board Policy: IJ

Introduction

The Cleveland School District has established a computer network to provide Internet access for students, parents, community, and all faculty and staff use. Anyone who uses the computer network will be considered a network user. This will allow access to a variety of Internet resources. In order to use the Internet, students, parents, community members, and educational staff must first read, understand, and sign the following Acceptable Use Policies to comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Acceptable Uses

1. The computer network for the Cleveland School District has been set up in order to allow Internet access for educational purposes. This includes classroom activities, research activities, peer review of assigned work, and the exchange of project related ideas, opinions, and questions via email, message boards, and other means.
2. Students will have access to the Internet via computers and other devices. Student access is limited.
3. Student use of the Internet is contingent upon parent/guardian permission in the form of a signed copy of the Acceptable Use Policy. Parents and/or guardians may revoke approval at any time.
4. Material created and/or stored on the system is not guaranteed to be private. Network administrators may review the system from time to time to ensure that the system is being used properly. For this reason, students should understand that emails, material placed on personal Web pages, and other work that is created on the network may be viewed by a third party.
5. Network users must keep their passwords private. Accounts and/or passwords may not be shared.

Unacceptable Uses

1. The network may not be used to download, copy, or store any software, shareware, or freeware without prior permission from the network administrator.
2. The network may not be used for commercial purposes. Users may not sell products or services through the system.
3. Use of the network for advertising or political lobbying is prohibited.
4. The network may not be used for any activity, or to transmit any material, that violates United States or local laws. This includes, but is not limited to, illegal activities such as threatening the safety of another person or violating copyright laws.
5. Network users may not use vulgar, derogatory, or obscene language. Users may not engage in personal attacks, harass another person, or post private information about another person.
6. Network users may not log on to someone else's account or attempt to access another user's files. "Hacking" or otherwise trying to gain access to another person or organization's computer system is prohibited.
7. Network users may not access Web sites, newsgroups, or chat areas that contain material that is obscene or that promotes illegal acts. If a user accidentally accesses this type of information, he or she should immediately notify a teacher, librarian, and/or network administrator.

Safety Guidelines for Students

1. Never give out your last name, address, or phone number.
2. Never agree to meet in person with anyone you have met online.
3. Notify an adult immediately if you receive a message that may be inappropriate or if you encounter any material that violates this Acceptable Use Policy.

Parent / Guardian Permission

- I have read and understand the above information about appropriate use of the computer network at the Cleveland School District and understand that this form will be kept on file at the school. I give my child permission to access the network as outlined above. I understand that the Cleveland School District is not responsible for the actions of individual users or the information they may access. I also understand that with my signature, this is a legal and binding document.
- I understand that any misuse of the above mentioned will result in discipline action taken by the school administration, which may include suspension and/or expulsion.

Education

Students will be provided age-appropriate education on the following topics during the school year:

1. Safety on the Internet
2. Appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms
3. Cyberbullying awareness and response

Address/Telephone Number Change

It is the parent's responsibility to report any change of address or telephone number to the office immediately. A current phone number where a parent/legal guardian/custodial parent can be reached in case of an emergency must be on file and current at all times.

Automobile Use

- Driving on school roads and parking on school property is a courtesy offered to students and others by the school board.
- The parking facilities located at the various school district buildings are not public parking areas and are to be used for school purposes only. School purposes include attendance at school activities or other school authorized activities which occur before or after the regular school day.
- Violators may be charged with trespassing and/or vehicles towed at owners' expense.
- The Administration, obtaining suggestions from the local police department, shall establish rules and regulations to assure traffic safety. The district shall not assume any responsibility for damage to vehicles.
- Students shall not sit in or upon vehicles parked on the school campus.
- Students shall be responsible for locking their vehicles upon arrival since the school district shall assume no responsibility for any loss.
- Failure to abide by vehicle regulations may result in the loss of the right to bring a vehicle to school or other disciplinary action.
- Student automobiles are subject to administrative searches.

School Board Policy: JGFF

Child Nutrition

The goal of Cleveland School District is to provide students with healthy and nutritious meals each day.

It shall be the responsibility of the principal to arrange the schedule so that the students will at all times enter the cafeteria, eat their lunch, and return to their classrooms in an unhurried and relaxed manner. Teachers will come down the serving lines with their class at serving time in order to keep the serving line moving on schedule and to supervise the behavior of their students. Dissatisfaction with the manner in which the cafeteria prepares and serves food and any recommendation for improvement will be expressed to the principal who will take the matter under advisement with the cafeteria administrators.
School Board Policy: EEAC, JGHR

Free and Reduced Meal Applications

Due to Cleveland School District participation in the Community Eligibility Provision, households are not required to submit Free and Reduced Meal Applications. All students are currently eligible for free meals.

Food Allergies and Disabilities

The District will provide meal modifications for students with disabilities as required by federal civil-rights and child-nutrition laws. A parent/guardian requesting a meal modification should contact the Child Nutrition Director, school nurse, Section 504 Coordinator, or principal.

When a medical statement is required, the District will accept a statement from a state-licensed healthcare professional authorized to write medical prescriptions under state law or a registered dietitian/registered dietitian nutritionist as required by USDA school meal program rules. The statement should identify the disability-related dietary restriction, explain how the meal must be modified, and identify foods to omit and recommended alternatives when applicable.

The District will not exclude a student from school nutrition programs because of disability, food allergy, limited English proficiency, unpaid meal charges, or other protected status, except as allowed by law and policy. The District will provide language assistance and Section 504/ADA accommodations as required.

Meals brought into the cafeteria dining room.

Students who bring lunches from home will only be allowed to purchase milk, milk-based ice cream, and bottled water. All food items brought into the cafeteria from home should be in nondescript packaging such as clear bags, containers, and plastic or Styrofoam cups.

Competitive Foods and Smart Snacks

No food items are to be sold on a school campus for one hour before the start of any meal service period and until after the last meal is served. All food items sold are to meet the Smart Snacks regulations set forth by USDA.

Snacks and Extra Food Sales

Students may only purchase extra sale items after a reimbursable meal has been received. Extra food items sold in school cafeterias will be foods that are a part of the approved federal meal program. Restriction of student participation in any meals and/or snacks served through Child Nutrition Programs as a form of discipline is prohibited.

General Public Conduct and Behavior Policy

No person may possess or use tobacco products on school property. No person may possess or use alcohol or illegal drugs on school property. The District may remove any person in violation of this policy from school property and may, in its discretion, prohibit the person from entering school property and attending school events for a stated period of time.

No person may threaten, bully, harass, or assault any District employee or students of Cleveland School District. If any person engages in such threatening, bullying, or harassing conduct of a District employee or student or assaults a District employee or student, the District may remove the person from school property and may, in its discretion depending on the person's offensive behavior, prohibit the person from entering school property or attending school events for a period of time.

Counseling Services

Schools have the responsibility to provide a comprehensive school counseling program and to make relevant and objective information available to students. School counselors are available to all students and families for assistance in helping plan educational programs and make necessary social-emotional, academic, and career adjustments to various phases of school activities. Schools with school counselors will keep written records that indicate contact with students. High school counselors will meet students during the school year and maintain a written record.

Emergency Closings

The Cleveland School District board recognizes and accepts its duty and authority to maintain and operate all the schools under its control for such length of time during the year as may be required. 37-7-301 (m). Upon application from the school board, the superintendent of schools may close any school because of an epidemic prevailing in the Cleveland School District or because of the death, resignation, sickness or dismissal of a teacher or teachers or because of any other emergency necessitating the closing of the school. The superintendent is hereby authorized to declare an emergency and to close schools and district offices or dismiss them early in event of natural disaster, inclement weather or other emergencies which threaten the safety, health, or welfare, of students or staff members. The superintendent will take such action only after consultation with transportation, emergency management, weather authorities or other agencies as necessitated by the circumstances. The superintendent shall notify the school board of the decision to close the schools.
For more information, see Policy AFC Authority for Emergency Closings.

Fees & Financial Hardship Waiver

FEES

This school board hereby authorizes the superintendent to charge reasonable fees, but not more than the actual cost, for the following:

1. Supplemental instructional materials and supplies, excluding textbooks;
2. Other fees designated by the superintendent as fees related to a valid curriculum educational objective, including transportation; and
3. Extracurricular activities and any other educational activities of the school district which are not designated by the superintendent as valid curriculum educational objectives, such as band trips and athletic events.

All fees authorized to be charged under this policy, except those fees authorized under (3) above, shall be charged only upon the condition that a financial hardship waiver may be granted upon request pursuant to the following.

FINANCIAL HARDSHIP WAIVER POLICY

All fees authorized to be charged under subsections (1) and (2) of the Fee Policy above shall be charged only upon the following conditions:

1. Applications for hardship waivers shall be kept in the strictest of confidence with all files and personal disclosures restricted from review by the general public.
2. Pupils eligible to have any such fee waived as a result of an inability to pay for said fees, shall not be discriminated against nor shall there be any overt identification of any pupil who has received a financial hardship waiver by use of special tokens or tickets, announcements, posting or publication of names, physical separation, choice of materials or by any other means.
3. In no case shall any of this school district's procedures expose any pupil receiving a hardship waiver to any type stigma or ridicule by other pupils or school district personnel.
4. The confidentiality provisions of this policy shall apply equally to any students who have an inability to pay any fees authorized by this policy.

In no case shall the inability to pay the assessment of fees authorized under the provisions of this Fee Policy result in a pupil being denied or deprived of any academic awards or standards, any class selection, grade, diploma, transcript or the right to participate in any activity related to educational advancement.

The superintendent shall establish administrative procedures consistent with this policy for its implementation and duplicate the attached form for use by applicants. ' 37-7-335
School Board Policy: JS

Grievances

The Cleveland School District recognizes and willingly accepts, individual and system-wide accountability for its actions to parents, students, and all school patrons. Procedures for solving student-teacher differences not related to disciplinary action are:

- Conference with teacher/counselor
- Principal conference

- Appeal to Superintendent in writing within five (5) days
- Appeal to the Board of Trustees in writing within two (2) days

Health Services

Although the district's primary responsibility is to educate students, the students' health and general welfare is also a major Board concern. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The district recognizes its responsibility to notify parents in advance of any non-emergency, invasive physical examination or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. The term invasive physical examination, as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in [scoliosis,] vision or hearing screening. The district will abide by those requests.
For more information, see the following Board Policies:
JGC Student Health Services
JGCB Student Health Services Inoculations
JGCC Communicable Diseases
JGCD Student Health Services -- Medicines
JGCDA Self Administration of Asthma and Anaphylaxis Medications

Non-Activity Week for Exams and State Tests

There will not be any out of town co-curricular (interscholastic athletic events/cheerleading, performing arts groups, school clubs or organizations, band, etc.) activities scheduled during semester exams or state testing. All activities must conclude by 6:00 p.m. during semester exams and/or state testing. All activities may resume normal activities at 3:15 p.m. the last day of testing. All participants whether junior high or high school must comply with this regulation. Any exceptions to this must have prior approval from the Superintendent.

PBIS

Positive Behavioral Interventions and Supports (PBIS) is a proven, research and evidence-based discipline program that emphasizes school-wide systems of support that include strategies for

defining, teaching, modeling and supporting appropriate student behaviors to create positive school environments.

PBIS emphasizes teaching students to behave in ways that contribute to academic achievement and school success and that support a school environment where students and school staff are responsible and respectful. PBIS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing, and monitoring appropriate behaviors and by treating many minor misbehaviors as "teaching moments" rather than punishment opportunities. PBIS recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. PBIS also involves ongoing monitoring of discipline data to ensure equitable school-based discipline practices are implemented in a fair and non-discriminatory manner. The Policy Handbook compliments and supports the district-wide implementation of PBIS to foster student academic and behavioral success.
Each school will have an individual school-based PBIS Plan

Personal Property & Valuables

Personal valuables should not be brought to school. The school does not accept responsibility for the safekeeping of the student's instructional or personal property.

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) gives parents/guardians and eligible students certain rights regarding surveys, collection and use of information for marketing purposes, and certain physical examinations. The District will provide required notice and opportunity to opt out of activities covered by PPRA, including protected-information surveys funded in whole or in part by the U.S. Department of Education, certain non-emergency invasive physical examinations or screenings, and activities involving collection, disclosure, or use of personal information for marketing or sale.

Parents/guardians may inspect protected-information surveys, instructional materials used as part of the educational curriculum, and instruments used to collect personal information for marketing or sale, as permitted by PPRA and Board policy.

Questions or requests to inspect materials should be directed to the school principal or District records custodian. The District will provide annual notice of PPRA rights and will notify parents/guardians within a reasonable period before covered activities occur.

Parents who believe their rights have been violated may file a complaint with the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington, D.C. 20202. Legal reference: Protection of Pupil Rights Amendment, 20 U.S.C. Section 1232h.

Special Education Programs

Special education programs shall be provided in accordance with applicable Mississippi law, Mississippi Department of Education regulations, the Individuals with Disabilities Education Act (IDEA), Section 504, the Americans with Disabilities Act, and Board policy.

The District provides a free appropriate public education (FAPE) to eligible students with disabilities. The District identifies, locates, and evaluates students suspected of having disabilities and provides special education and related services in accordance with each eligible student's Individualized Education Program (IEP).

Parents/guardians have procedural safeguards under IDEA, including rights related to evaluation, eligibility, IEP development, placement, prior written notice, consent, access to records, independent educational evaluation, dispute resolution, mediation, state complaints, and due process hearings. A copy of procedural safeguards will be provided as required by law.

Disciplinary removals of students with disabilities will be handled in accordance with IDEA, Section 504, and state law, including manifestation determination, continuation of services, functional behavioral assessment, behavior intervention plan review, and interim alternative educational setting procedures when applicable.

For more information, see Policy IDDF Special Education Programs.

District Assurance for Children with Disabilities

School Board Policy: IDDFAA
The Cleveland School District is committed to serving students with disabilities and hereby sets a goal of expanding and providing full educational opportunities for all students with disabilities, ages three (3) through twenty (20). The opportunities will be provided in accordance with applicable state statutes, federal laws and the Mississippi Department of Education's policies.

FREE APPROPRIATE PUBLIC EDUCATION

The district will provide a free appropriate public education to children ages three (3) through twenty (20), with a disability who need special education and, as appropriate, related services as defined under Part B of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Mississippi statutes, and the Mississippi Department of Education policies. A free appropriate public education will be provided to students with disabilities who are enrolled in the district and who are residing within the jurisdiction of the district. These services will be provided at no cost to the parent, will meet the standards of the Mississippi State Board of Education, and will stand in conformity with a student's Individualized Education Program (IEP). The provision of a free appropriate public education will continue for a student with a disability through the school year in which a student reaches age twenty-one (21) if the student was enrolled in the district and was twenty (20) at the beginning of the school year.

Preschool students who have been determined to have a disability under IDEA, Part B, shall be provided a free appropriate public education in accordance with an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) no later than their third (3) birthday.

Children participating in early-intervention programs under Part C of IDEA, and who are eligible and will participate in preschool programs under Part B of IDEA, will experience a smooth and effective transition to the district's preschool program. Appropriate district personnel will participate in transition planning conferences arranged by the Department of Health, the lead agency for Part C of IDEA.

In accordance with Part B of IDEA regulations, students with disabilities who have graduated from high school with a general education diploma are not entitled to a free appropriate public education by the district.

Procedures for the implementation of this policy by the district are those contained in the state regulations that are relevant to local school districts and issued by the Mississippi Department of Education.

CHILD FIND

The district will continue its efforts to search for under served children, ages birth through twenty-one, who are in need of special education and related services as defined under IDEA, Part B. Children with disabilities, including children who are homeless children or are wards of the State, regardless of the severity of their disability are identified, located and evaluated for services. In accordance with IDEA, Part B, the district will conduct Child Find activities for children who reside in the district's jurisdiction and who are enrolled in the district.

Similar Child Find activities undertaken for the public school children enrolled in the district will be conducted with respect to the identification, location, and evaluation for those children with disabilities who are enrolled in private, including religious, elementary and secondary schools located within the boundaries of the district. The Child Find process will be completed in a time period comparable to that for other students enrolled and attending public schools within the district.

The district will adhere to the relevant policies and the procedures for implementation of the Child Find requirements for local school districts under IDEA, Part B, as issued by the Mississippi Department of Education.

EVALUATION AND DETERMINATION OF ELIGIBILITY – PROTECTION IN EVALUATION

All testing and evaluation materials and procedures used by district personnel for assessment and placement will be, to the maximum extent possible, selected and administered so as not to be racially or culturally discriminatory. The district will ensure that no child will be misclassified, misplaced, or unnecessarily identified as having a disability because of the inappropriate selection, administration or interpretation of materials or procedures. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it clearly is not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

The district will conduct a full and individual initial evaluation in accordance with the policies and procedures of Mississippi Department of Education prior to the initial provision of special education and related services to a student with a disability. Following a referral for an initial evaluation, the district will ensure a Comprehensive Assessment is conducted. A reevaluation will be conducted of each student with a disability in accordance with the regulations of the Mississippi Department of Education.

All initial evaluations and reevaluations conducted by the district will be provided at no cost to the parent. The district's procedures for implementation of this policy are those contained in the state regulations issued by the Mississippi Department of Education.

CONFIDENTIALITY OF INFORMATION

The district will protect the confidentiality of any personally identifiable data, information, and records collected and maintained relative to students with disabilities as required under IDEA, Part B, and the Family Educational Rights and Privacy Act (FERPA). The procedures for implementation of this policy are those contained in the state regulations issued by the Mississippi Department of Education

INDIVIDUALIZED EDUCATION PROGRAM

In accordance with the Mississippi Department of Education, the district will ensure the development, implementation, review, maintenance, and revision of each student's IEP periodically, but not less than annually. Educational placement decisions will be determined by a student's IEP Committee, except when a school official has the authority under IDEA, Part B, to remove a student with a disability from the student's current placement due to a violation of school rules. The district will initiate and conduct IEP meetings to develop, review, and revise the IEP of a student residing within its jurisdiction who is provided special education and related services in accordance with the regulations issued by the Mississippi Department of Education. The district's procedures for implementation of this policy are those contained in the state regulations issued by the Mississippi Department of Education.

PROCEDURAL SAFEGUARDS

The district will ensure the provision of the rights and the procedures provided to parents and students with disabilities as required under IDEA, Part B, and the regulatory policies and procedures issued by the Mississippi Department of Education. The district will ensure that students with disabilities and their parents are guaranteed due process with respect to the provision of a free appropriate public education. The district's procedures for implementation of this policy are those contained in the state regulations issued by the Mississippi Department of Education.

A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents only one (1) time a school year, except that a copy also must be given to the parents:

1. Upon initial referral or parent request for evaluation;

2. Upon a parent filing a request for due process complaint;
3. Upon a disciplinary action constituting a change in placement; and/or
4. Upon request by a parent.

The notice will fully explain the safeguards in the parents' native language unless it is clearly not feasible to do so.

LEAST RESTRICTIVE ENVIRONMENT

The district, to the maximum extent appropriate, educates students with disabilities with students having no disabilities in their age range. The removal of the students with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily. A continuum of alternative placements based on individual students' IEPs will be provided to students with disabilities in the district. Placement of the students will be determined at least on an annual basis and will be as close to the student's home as possible. In selecting the least restrictive environment for each student, consideration is given to any potentially harmful effect on the student or the quality of services needed.

The district's procedures for implementation of this policy are those contained in the state regulations issued by the Mississippi Department of Education. The IEP Committee, when determining placement of each student with a disability, will utilize this policy and the designated procedures.

PLACEMENT IN PRIVATE SCHOOLS BY AGENCY

The district ensures each student with a disability under IDEA, part B, placed in or referred to a private school by the district will be provided special education and related services as stipulated by the IEP. The district will be responsible for the educational cost of such placement and will ensure that in the district's judgment an appropriate education is available. Students with disabilities placed in a private school or facility by the district will have all of the rights under IDEA of a student with a disability that is served within the district.

PLACEMENT IN PRIVATE SCHOOLS BY PARENT

In accordance with the Individuals with Disabilities Education Improvement Act of 2004, the district will not be required to pay for the cost of education, including special education and related services, of a student with a disability at a private school or facility by their parents if the district made a free appropriate public education available to the student.

PLACEMENT IN PRIVATE SCHOOLS BY PARENT – PARTICIPATION PROVISION UNDER IDEA

To the extent consistent with the number and location of children with disabilities enrolled by their parents in private schools, including religious, elementary schools and secondary schools located within the jurisdiction of the district, provision will be made for their participation in activities assisted or carried out under Part B of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) by providing them an opportunity to receive special education

and/or related services in accordance with the policies and procedures under IDEA, Part B, and those issued by the Mississippi Department of Education

Policy Statement on Grading for Students with Disabilities

School Board Policy: IHAA
GRADING FOR STUDENTS WITH DISABILITIES

It is the policy of the Cleveland School District to provide all students with appropriate opportunities which will enable them to meet the curriculum content standards at all grade levels. Cleveland Schools is committed to the integrity of all programs offered by the district. All students are given a reasonable opportunity to participate in all instructional programs. Participation is determined by determined by the student's Individualized Education Plan (IEP).

Students who have a disability that adversely affects educational performance will be included in the education curriculum and/or the general education environment to the maximum extent possible. As a result, the student's IEP will delineate all aspects of the student's educational program, which will be determined by the IEP Committee.

To protect the established standards of the instructional program, the following is necessary to consider on a case-by-case basis. For the purposes of this policy, accommodation and modification are defined as follows:

1. An accommodation does not fundamentally and substantially lower the standards or objectives being taught in the general education class. Rather, accommodations allow students with learning differences equal access to the general education curriculum and provide different ways for these students to demonstrate mastery.
2. A modification does fundamentally or substantially lower the standard's or objectives for mastery to allow access to the general education environment. A modification allows for an objective to be altered so the individual instructional needs of the student can be met, as determined by the IEP team. Students receiving a modified curriculum will not receive a Carnegie Unit.

The Cleveland School District will adhere to the following policy for determining and reporting grades or progress for students with disabilities:

1. The grading system used in the general education program will be utilized for students who receive instruction through the general education program and are expected to master the same objectives as general education students.
2. Students who receive instruction through the general education program via an alternate or modified curriculum (which differs from that provided to grade level peers) will be assigned grades for each academic area addressed on his/her Individualized Education Plan (IEP). Grades will be provided based upon the mastery of the objectives/benchmarks outlined on the IEP. Students will not earn a Carnegie Unit when an alternative or modified curriculum is provided. The Cleveland School District grading policy will be used.

3. Students who receive direct instruction in academic areas from a special education teacher will receive grades for each academic area based on mastery of objectives/benchmarks identified with the IEP. Students will not earn a Carnegie Unit when an alternate or modified curriculum is provided. The Cleveland School District grading policy will be used.
4. Students who received direct instruction from a special education teacher in a functional academic and/or life skills class will receive grades based on mastery of objectives/benchmarks addressed on the student's IEP and participation in the individualized curriculum.
5. Any student enrolled in general education courses that does not meet course requirements, may receive a failing grade, even though accommodations and modifications have been implemented in accordance with the students IEP. However, if a student is unable to make progress in the general education class, the IEP Committee will revise the IEP to a more appropriate setting based upon the committee's recommendations.
6. Students on the Mississippi Occupational Diploma track as of the 2016-2017 school year, will NOT receive Carnegie Unit for Occupational Diploma classes; they earn credits. However, they MAY earn a Carnegie Unit for any general education class they take and pass without altering graduation with a Mississippi Occupational Diploma. The Mississippi Occupational Diploma will not be available to entering 9th grade students beginning 2017-2018 and thereafter.

Options for exiting high school will be discussed at the annual IEP meeting. The IEP Committee may change a previous decision regarding exiting high school. Any student graduating with a general education diploma must earn the required Carnegie Unit.

Grading

For students with disabilities, the district grading system will be used.

Section 504

School Board Policy: IDDHB

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination on the basis of disability. A student may be eligible under Section 504 if the student has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment. Major life activities include, but are not limited to, learning, reading, concentrating, thinking, communicating, walking, seeing, hearing, speaking, breathing, caring for oneself, eating, sleeping, standing, lifting, bending, working, and major bodily functions.

The District will provide eligible students with disabilities a free appropriate public education through regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of students without disabilities are met.

Section 504/ADA Coordinator: Mrs. Markeita Brinkley, Special Services Director, Cleveland School District, 305 Merritt Drive, Cleveland, MS 38732; Phone: 662.843.3529; Email: mwilliams@cleveland.k12.ms.us

Parents/guardians who believe a student may need a Section 504 evaluation should contact the principal, counselor, teacher, or Section 504 Coordinator. The District will provide notice of rights, evaluation procedures, placement procedures, grievance procedures, and hearing rights as required by law and Board policy.

Discipline of students protected by Section 504 will comply with Section 504 requirements, including manifestation review when disciplinary removal may constitute a significant change in placement.

Textbooks

The Cleveland School District provides textbooks free of charge to students. It is the duty of each student to care for the textbooks to the best of his/her ability. Students who lose or damage textbooks are required to pay for them. Students should take pride in the upkeep of their textbooks. Teachers are instructed to assess fines for amounts up to the current value of a book when it is obvious that the student has damaged or defaced the book.

Textbook fines and damage replacement schedule:

DAMAGE	**FINE**
Writing/drawing/scribbling in book	$1.00 per page
Excess wear/damage but still usable	10% of cost of the book
Cover of book damaged	25% of cost of the book
Spine damaged	25% of cost of the book
Water damaged but still usable	25% of cost of the book
Water damaged, not usable	Cost of the book
Pages missing, not usable	Cost of the book
Obscene writing or drawing on or in the book	Cost of the book
Non-returned book	Cost of the book

School Board Policy: ICFA

Visitors

All visitors to schools shall report immediately to the school office, sign in and obtain a visitor's badge so that visitors can be readily identified by school personnel. Exceptions to this requirement are when visitors are attending a general school function such as a pep rally, assembly program, athletic event, etc. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering buildings or from loitering on grounds. Such persons will be prosecuted to the full extent of the law.

PROCEDURES FOR SCHOOL VISITATION
Any person desiring to visit a school must report upon arrival at the school to the principal's office for clearance. The principal shall have the right to deny visitation rights to any individual if in the judgment of the principal the visit might negatively affect the classroom procedures.

Members of the supervisory or administrative staff who have invited professional visitors may elect to serve as hosts to the visitors whom they have invited, as well as to other visitors who may have a mutual interest and area of competency.

Parents and other persons who wish to visit the public schools should be routed to the school office, be greeted by the principal and guide services. All visitors are to be made to feel welcome. There shall be no solicitation of teachers or pupils on personal matters on the school premises by salesmen or agents. Out of town visitors who have made arrangements through the superintendent's office will have a member of the superintendent's staff or a principal as host for the visitor or delegation.

PUPIL VISITATION
The schools, because of space factors in the classrooms, will not be able to allow school pupils to have pupil visitors accompany them as visiting guests in the school.

CLASSROOM VISITATION
As part of the district's safety and security program, only school or district personnel, law enforcement officials, or educational professionals designing an individual educational program shall be allowed to visit classrooms during instructional times.
School Board Policy: KM

Elementary Schools

Dyslexia Identification

The District will verify each year that dyslexia screener deadlines, approved screener lists, parent notices, and intervention procedures match current Mississippi Department of Education guidance. Dyslexia procedures will be coordinated with MTSS, special education, Section 504, English learner, homeless, foster-care, and gifted procedures so students are not excluded from referral or identification because of disability, language, poverty, mobility, or lack of records.

It is the policy of this district to comply with all requirements of the dyslexia screening and therapy required by law and the Mississippi Department of Education.

Therefore, this district will ensure that students will receive dyslexia screening by a screener approved by the State Board of Education in the spring of kindergarten and the Fall of Grade 1.

Dyslexia Screeners provided by the school district **are not** comprehensive Dyslexia Evaluations.

The component of the screening must include:
- Phonological awareness and phonemic awareness;
- Sound symbol recognition;

- Alphabet knowledge;
- Decoding skills;
- Encoding skills; and
- Rapid naming

If a student fails the screener, the parent or legal guardian will be notified of the results of the screener.
Parents or Guardians may seek further evaluation from a licensed professional at their own expense. Licensed professionals may include: psychologists, psychometrists, and speech language pathologists licensed in accordance with law and the Mississippi Department of Education where applicable.

If a parent or legal guardian of a student who fails the dyslexia screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by any of the licensed professionals identified above.
For more information, see Policy IEBA Dyslexia Policy

Speech Identification

Speech, Language Screening, Voice and Fluency Disorders

This school district ensures that students will be screened for articulation, language, voice, and fluency disorders before the end of Grade 1.

1. If a student fails the screener, the parent or legal guardian will be notified of the results of the screener.
2. If a student fails the screener, the school district, in its discretion, may perform a comprehensive speech-language evaluation

If a parent or a legal guardian of a student who fails the speech-language screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by a 215 endorsed speech-language pathologist. The subsequent evaluation obtained by the parents shall be considered by the school district for eligibility in the area of speech-language in accordance with the procedures mandated by the federal Individuals with Disabilities Education Act (IDEA) for a placement in a speech-language program within the current school or to apply for a Mississippi speech-language therapy scholarship for placement in a speech-language program in a nonpublic special purpose school.

A parent or legal guardian may provide written notification to the local school district opting out of the mandatory screening provided by the district. The provisions of this section shall not apply to homeschooled students.
School Board Policy: IEB

Party Invitations

Occasionally, parents of elementary students send party invitations to the school to be distributed by the child. To avoid the possibility of a child getting his/her feelings hurt, party invitations of

any kind must be distributed to the entire class or not at all. The Mississippi Code does not allow for student information to be given out.

INSPIRE Gifted Program

The District will verify each year that gifted referral, assessment, eligibility, placement, reassessment, hearing, and reinstatement procedures match current Mississippi Department of Education gifted education regulations. Gifted procedures will be coordinated with EL, special education, Section 504, dyslexia, homeless, and foster-care procedures for students who may be twice-exceptional or otherwise require additional supports.

The Cleveland School District provides a program of enrichment for intellectually gifted students in second through sixth grade. The classes are called "INSPIRE" and serve second through sixth grade students at each elementary school. Students at the elementary school levels spend one day per week in the gifted "pull-out" program and the rest of the week in their general education classrooms.

Mississippi Department of Education gifted regulations and state mandate require that intellectually gifted students in grades two through six be provided services by a teacher with gifted endorsement for a minimum of five hours per week.
School Board Policy: IDE

Mission

The mission of the Cleveland School District gifted program is to insure that intellectually gifted children, as defined by the Mississippi Department of Education, are offered appropriate educational experiences that are qualitatively different from those available in the regular classroom in order to provide opportunities for them to realize their abilities and potential.

MDE Definition

The State of Mississippi defines "Intellectually Gifted Children" and "Gifted Education Programs" as follows:
"Intellectually Gifted Children" shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.

"Gifted Education Programs" (GEP) shall mean special programs of instruction for intellectually gifted children in grades 2-12, … in the public elementary and secondary schools of this state. Such programs shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district. Although the State of Mississippi recognizes permissive programming for academically gifted students in grades 9-12; artistically gifted children in grades 2-12; and creatively gifted children in grades 2-12, only intellectually gifted programs in grades 2-6 are mandated by law. At this time, the Cleveland School District offers the program for intellectually gifted children in the mandated grades, 2-6.

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes an equitable opportunity for the

inclusion of students who are culturally diverse, underachieving, disabled under IDEA guidelines, physically handicapped, or ADD/ADHD.

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Access to this information is restricted to those personnel working directly with the identification process, working directly in the gifted education program, or those that have a documented need to access. Parents have the right to view their children's records at any time.

Requirements and Procedures for Referral

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

As mandated in MDE Gifted Regulations, the Cleveland School District follows the state minimal scale/percentile score criteria on all referral measures

Referral must include documentation of two or more of the following:

1. A group measure of intelligence that has been administered within the past twelve (12) months with a minimum score at or above the 90th percentile;
2. Published characteristics of giftedness measure at the superior range;
3. Published measure of creativity at the superior range;
4. Published measure of leadership at the superior range;
5. Existing measure of individual intelligence that has been administered within the past twelve (12) months, and/or;
6. Other measures that are documented in the research on identification of intellectually gifted students.

A group measure of cognitive abilities assessment will be administered to all first grade students in a blanket preliminary screening for referral.

All students in grades served by the program comprise the initial screening pool of potential recipients for gifted education services. A student may be referred for consideration, pending documentation of the above criteria, by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. A referral must be initiated by written request to the teacher of the gifted. Once a referral process has been initiated with a dated and signed referral form, only the Gifted Local Survey Committee or parents can stop the identification process.

Assessment Procedure and Eligibility

If a student meets the criteria for referral, the Gifted Local Survey Committee will recommend individual assessment to determine eligibility for an "Intellectually Gifted" ruling. Written parental permission for testing must be obtained before any individual testing is initiated.

Phase I of Assessment

If parent permission is granted for testing, a student must meet the stated criteria for at least three of the following measures prior to the administration of an individual intelligence test:

1. A full scale score at or above the 90th percentile on a normed group measure of intelligence;
2. A score at or above the superior range on a normed characteristics of giftedness checklist;
3. A score at or above the superior range on a normed measure of creativity;
4. A score in the superior range on a normed measure of leadership;
5. A score at or above the 90th percentile on a normed measure of cognitive abilities;
6. Other measures as approved by the State Board of Education on the district's Gifted Education Program Proposal.

Phase II of Assessment

If the stated minimal acceptable criteria have been met on at least three of the above measures, an individual intelligence test will be administered by a licensed examiner. In no case will the examiner be related to the student being tested.

The student must score at or above the 90th percentile composite/full scale in order to satisfy eligibility criteria. If a student meets criteria, the Gifted Local Survey Committee will grant an "Intellectually Gifted" eligibility ruling.

Potentially Twice-Exceptional Students

In compliance with MDE gifted regulations, 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 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 a provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.

Potentially Disadvantaged Gifted Students

Potentially disadvantaged students who did not satisfy minimal acceptable criteria on an individual test of intelligence, but did score at least the 84th percentile, may be administered additional measures to determine eligibility as established by MDE gifted regulations.

Out-of-State Gifted Eligibilities

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

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

Placement in the Gifted Program

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

Participation in the Gifted Education Program is NOT a reward. It is an Entitlement under State Law (Mississippi Gifted Education Act of 1989, Mississippi Code Sections 37-23-171 through 37-23-181).

Once a student is determined eligible for a gifted program in Mississippi, no reevaluation testing is required to remain in the program. Although criteria may vary from district to district, an eligible determination is accepted by all school districts within the State of Mississippi.

Instructional Management Plan

As INSPIRE student work under specific Instructional Management Plan objectives and time frames, withholding permission to attend gifted classes shall not be used as a disciplinary measure. Failure to complete enrichment class assignments can be used as grounds for dismissal from the program.

Homework/Classwork

As outlined in MDE Gifted Regulations, gifted students may not be required to make up class work missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. Homework assigned to the regular classroom students for the evening of the INSPIRE day must be completed.

Annual Reassessment for Continued Placement

A committee shall meet at least annually to reassess each gifted student's continuation in the gifted program. The committee must include at least the student's teacher of the gifted and a designated administrative representative.

As stated in the MDE Gifted Education Regulations, "since participation in the gifted program is an entitlement under the law, the student should remain in the gifted program as long as they are being successful in the program. Grades and/or success in the regular education program are the responsibility of the regular classroom teachers and should not be considered as a reason for removal from the gifted program."

In the event a student fails to make progress or exhibits unsatisfactory participation in the gifted program, a meeting of the reassessment committee will be held to consider the student's performance. If the committee determines that the student is failing to make progress in the program, the student will be placed on probation in the gifted program for the next 9-weeks term. The parents will be notified and given an opportunity to meet with the committee to discuss the decision and develop a plan of action. During this time, the student will continue to participate in the gifted program. If at the end of the period of probation, the student's performance

improves to a satisfactory level, the student will be removed from probation and recommended for continued placement. If at the end of the 9-weeks term the student has failed to improve his/her performance to a satisfactory level, the reassessment committee can recommend the student be removed from the program. Documentation of all reassessment committee meetings must be maintained.

If the committee determines that the student should exit INSPIRE due to lack of progress and/or unsatisfactory participation in the program, the student's parents will be notified and given the opportunity to discuss the decision with the committee before the student is removed. Should the parents not agree to the removal of the student from the program, the district shall grant the parents a hearing.

Hearing Process

Parents who are not in agreement with the school-based committee decision to remove a student from the gifted program will present their concerns, orally or in writing to the principal of the school. The principal and parent will attempt to resolve the matter informally.

If the parents are not satisfied with the action taken by the principal, the parents shall, within five (5) school days after the meeting with the principal, put their concerns in writing and present them to the Cleveland gifted contact person. The gifted contact person will schedule a meeting with the Hearing Committee within five (5) school days or a time frame agreed upon by the parents. Parents will be extended an invitation to attend the Hearing Committee meeting. The Hearing Committee will render a written decision based on information shared during the meeting.

Reinstatement Procedures

Students will be considered for reinstatement in the gifted program at the request of the parents and with the recommendation of classroom teachers. Consideration and arrangements for reinstatement in the program will be made through the Local Gifted Survey Committee and documented in the minutes. Written notification of the student's eligibility for reinstatement will be forwarded to the parents and teachers of the students. Written parental permission must be obtained before the student can be placed in the program.

Performance in the Regular Classroom

In the event a student has difficulty keeping up with regular classroom work, a conference will be held with the parent, classroom teacher, teacher of the gifted, and the student, if appropriate, to discuss the problem and to determine an appropriate course of action. The conference and plan of action will be documented and follow-up conferences will be held as needed.

As the academic progress and welfare of the students are always of prime consideration, special situations will be handled on an individual basis.

Middle/High Schools

Class Weights and Final Senior Rankings

More accelerated /advanced courses taken in high school will better prepare students for post-secondary experiences. Rank points per semester credit will be accumulated based on the following classifications and table.

- **Accelerated Classes: FIVE (5) POINT CLASSES**

Chemistry	Physics
Algebra III	Calculus
Foreign Language III	Microbiology
Foreign Language IV	Biomedical Research
Academic Dual Credit Courses	

- **Advanced Classes: SIX (6) POINT CLASSES**
  (All AP Courses offered at CCHS including but not limited to the following:)

AP Biology	AP World History
AP Calculus AB	AP English, Creative Writing and Language Comp, English
AP U. S. History	Human A & P
AP Computer Science Principles	AP English Literature and Comp

- **Regular Classes:** All classes other than Accelerated and Advanced.

Rank Points:

Class Grades	Regular	Accelerated	Advanced
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

For the purpose of Senior Academic Honors, ranking will be computed using the following procedures

Courses are designated as Regular (4 points), Accelerated (5 points), and Advanced (6 points). Courses are marked in the Sam Spectra student package based on the rank points assigned to courses in the current year curriculum guide. Once final grades are entered and posted, the students' GPA is calculated by the student package for college reporting. Colleges do not recognize the 6 point scale.

The cumulative weighted QPA will be used to determine the Valedictorian and Salutatorian. The cumulative weighted QPA includes the rank points of all courses for which a Carnegie unit is awarded.

To be eligible for Valedictorian or Salutatorian, a student must have been enrolled in the Cleveland School District for their entire junior and senior year. Current high school students who opt to graduate using the Early Exit Diploma option will not be eligible for Valedictorian or Salutatorian.

In the event multiple students meet the criteria established for Valedictorian and/or Salutatorian, they will be awarded the distinction.

Graduating seniors who earn class honors will be recognized in the following manner:

- **Valedictorian** The student with the highest-Grade Point Average. This student will be recognized in the graduation program with five (5) stars (*****) placed beside his/her name.
- **Salutatorian** The student with the second highest Grade Point Average. This student will be recognized in the graduation program with four (4) stars (****) placed beside his/her name.
- **Students who earn top five Grade Point Average** honors will be recognized in the graduation program with three (3) stars (***) placed beside their names.
- **Students with GPA's of 4.00 and above** will be recognized in the graduation program with two (2) stars(**) placed beside their names.
- **Students with GPA's of 3.25 to 3.99** will be recognized in the graduation program with one (1) star(*) placed beside their names.

NOTE: Semester credits transferred into the District shall earn regular class rank points unless specifically identifiable as accelerated or advanced classes based upon determination to be made by the Superintendent.

Course Selection

During the spring semester, students will review ISP and graduation pathway to determine course selections for the fall. Course selection will be completed through Active Student.

Dual Enrollment/Dual Credit

Eligible students may participate in the dual enrollment program established by this school district in compliance with the Mississippi Code of 1972, Section 37-15-38.

A dual enrolled student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school.

A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving high school and college credit for post secondary coursework.
For more information, see Policy IDAG Dual Enrollment and the Dual Enrollment Manual

Extracurricular Activities Participation

A student who is enrolled in any grade higher than Grade 6 in a school district in this state must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below a 2.0 on a 4.0 scale. The suspension from participation in extracurricular or athletic activities may not be removed until the student's cumulative grade point average in a succeeding semester is 2.0 or higher on a 4.0 scale. A student with a cumulative grade point average below a 2.0 on a 4.0 scale at the semester of an academic school year shall be suspended from participation in extracurricular or athletic activities in the succeeding academic school year until the student's cumulative grade point average is 2.0 or higher on a 4.0 scale.

Students will not be allowed to attend extracurricular activities if they are serving a suspension or if they are currently enrolled in the Alternative School.

"Extracurricular" is defined as, organization-sponsored student activities which require administrative provision and student involvement outside the time allocation for instruction. This would specifically apply to organized practice or competition, which requires additional inputs of students' time outside the normal school day. Extracurricular activities will be those activities presently governed by the Mississippi High School Activities Association.

Exam Exemption

Students in grades 11-12 are exempt at the end of a course if they meet the following criteria:

- Students who receive a grade of 90 and above, no more than eight (8) excused absences for the full year, and four (4) excused absences for the semester.

The Cleveland School District may set certain standards and privileges for qualified students.

Schedule Changes

Secondary students are provided with information and adequate time for planning and selecting courses each year. Schedule changes will not be permitted unless there is an extenuating circumstance such as failing a prerequisite, required course or administrative necessity.

Procedures

- If a schedule change is warranted under extenuating circumstances, the person requesting the change secures a Schedule Change Request form from the counselor's office or on the district website.
- The request is reviewed and a decision is made by the building principal.
- Notice of the decision is given in writing to the parent/legal guardian/custodial parent.

Senior Privileges

Senior privileges are earned. Prior to the senior receiving this privilege, the parent must appear at school to sign a permission slip. Each senior must come by the office and sign out each day before leaving campus. Seniors meeting the guidelines will be allowed senior privileges.
At any time, a violation of one or more of the guidelines will result in loss of the senior privileges. The Principal will assign students that lose their senior privileges to a class, ISS, or work detail. The Principal has discretion to revoke privileges.

Guidelines

- Must be on schedule to graduate.
- Must not have a 75 or below in any subject for the junior year.
- Must satisfy attendance and checkout expectations after individualized review. Legally protected absences, approved accommodations, and valid excuses under Mississippi law will not automatically disqualify a student from senior privileges.
- Must not have excessive unexcused absences as determined by the principal after review of valid excuses, extended illness, disability-related absences, religious observance, homelessness, foster-care transition, or other protected circumstances.
- Must not have been assigned to Out-of-School Suspension.
- Must have taken and met requirements all end of course assessments required by MDE.

Alternative Education

The District will operate or provide access to an alternative education program consistent with Mississippi law, State Board policy, and Board policy. Alternative school placement will be determined individually, applied consistently, and supported by written procedures that meet due-process requirements. Students assigned to alternative education will receive appropriate educational opportunities, certified instruction when required for Carnegie-unit credit, full-day attendance with a rigorous workload, access to required state assessments, and regular progress review.

Students with disabilities, students protected by Section 504, English Learners, students experiencing homelessness, and students in foster care will receive required services, accommodations, and procedural protections during alternative placement. The District will not remove students from the traditional school setting to alternative school for minor infractions unless the student's conduct and individual circumstances justify placement consistent with law, State Board policy, and Board policy.

School Board Policy: JCD
The Cleveland School District board shall establish, maintain and operate, in connection with the regular programs of said school district, an alternative school program. The alternative school program shall be operated as part of and in accordance with the regulations applicable to the regular school program and with all requirements of federal and state law (MS Code of 1972 Section 37-13-91, et al) and the guidelines of the State Department of Education.

1. The alternative school program shall serve compulsory-school-age children:
    a. Who have been suspended for more than ten (10) days or expelled from school, except that such placement may be denied when the expulsion was for possession of a weapon or other felonious conduct;
    b. Who are referred for placement based upon a documented need by the parent, legal guardian or custodian because of disciplinary problems;
    c. Who are referred by order of a chancellor or youth court judge, but only with the consent of the principal; and
    d. Whose presence in the classroom, in the determination of the school superintendent or principal, is a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and teacher of such class as a whole.
    e. No school district is required to place a child returning from out-of-home placement in the mental health, juvenile justice or foster care system in alternative school. Placement of a child in the alternative school shall be done consistently, and for students identified under the Individuals with Disabilities Education Act (IDEA), shall adhere to the requirements of the Individuals with Disabilities Education Improvement Act of 2004. If a school district chooses to place a child in alternative school, the district will make an individual assessment and evaluation of that child in the following time periods:
        i. Five (5) days for a child transitioning from a group home, mental health care system, and/or the custody of the Department of Human Services, Division of Youth and Family Services;
        ii. Ten (10) days for a child transitioning from a dispositional placement order by a youth court pursuant to Section 43-21-605; and
        iii. An individualized assessment for youth transitioning from out-of-home placement to the alternative school shall include:
            1. A strength needs assessment.
            2. A determination of the child's academic strengths and deficiencies.
            3. A proposed plan for transitioning the child to a regular education placement at the earliest possible date.
2. Before placement in the alternative school program, the principal or program administrator of the alternative school program shall obtain verification of the child's suitability for the program from the appropriate guidance counselor. Before a student can be removed to an alternative school education program, the superintendent shall determine that the written and distributed disciplinary policy of the Cleveland School District is being followed and that the policy includes standards for:
    a. The removal of a student to an alternative education program that will include a process of educational review to develop the student's individual instruction plan and the evaluation at regular intervals of the student's educational progress; the process shall include classroom teachers and/or other appropriate professional personnel, as defined by district policy, to ensure a continuing program for the removed student;
    b. The duration of the alternative placement; and
    c. The notification of parents or guardians, and their appropriate inclusion in the removal and evaluation process, as defined in the district policy.

3. The superintendent shall provide for the continuing education of a student who has been removed to an alternative school program. Students placed in the alternative school program are subject to the policies and rules of conduct and discipline as well as any other rules of conduct and discipline deemed appropriate by the superintendent and/or principal.
4. The Cleveland School District shall ensure the following components are included in the alternative school program:
    a. Clear guidelines and procedures for placement of students into alternative education programs which at a minimum shall prescribe due process procedures for disciplinary and general educational development (GED) placement;
    b. Clear and consistent goals for students and parents;
    c. Curricula addressing cultural and learning style differences;
    d. Direct supervision of all activities on a closed campus;
    e. Attendance requirements that allow for education and workforce development opportunities
    f. Selection of program from options provided by the Cleveland School District, Division of Youth Services or the youth court, including transfer to a community-based alternative school;
    g. Continual monitoring and evaluation and formalized passage from one step or program to another;
    h. A motivated and culturally diverse staff;
    i. Counseling for parents and students;
    j. Administrative and community support for the program; and
    k. Clear procedures for annual alternative school program review and evaluation.
5. Any student who becomes involved in any criminal or violent behavior shall be removed from the alternative school program and, if probable cause exists, a case shall be referred to the youth court. The removal of a student from the alternative school program on these grounds shall be reported in accordance with the applicable school board policies.

6. The Cleveland School District shall submit a report by July 31 of each calendar year to the State Department of Education describing the results of its annual alternative school program review and evaluation undertaken pursuant to MS Code of 1972 Section 37-13-92. The report shall include a detailed account of any actions taken by the school district during the previous year to comply with substantive guidelines promulgated by the State Board of Education under MS Code of 1972 Section 37-13-92.

SPECIAL EDUCATION STUDENTS

Educational services for children with disabilities who have been suspended or expelled from school shall be provided based on the requirements of IDEA, applicable federal regulations and state regulations.

STUDENT CONDUCT AND GRADES

Criteria used in the evaluation process to determine a student's grade must be supported by rationale. The criteria must be in writing and must include the following:

- Course content (goals, objectives, materials, etc.) as outlined in the curriculum guides
- Methods of evaluation of grades will reflect some combination of the areas listed below:
    - Class work
    - Homework
    - Test scores
    - Participation
    - Skill application
    - Preparation for class
- The effect of absence on grades
- Procedures for making up assigned work and tests
- Other criteria as may be approved by the superintendent and school board

The Cleveland School District, in its discretion, may provide a program of general educational development (GED) preparatory instruction in the alternative program.

Transportation for students attending the alternative school program shall be the responsibility of the district.

The Mississippi Public School Accountability Standard for this policy is standard 22.

Alternative School Procedures and Guidelines are provided in the Alternative School Handbook.

PARENT ACKNOWLEDGMENT FORM

Parents,

The 2026-2027 Cleveland School District student handbook is located on the district's webpage at (www.cleveland.k12.ms.us) or https://www.cleveland.k12.ms.us/domain/1346. Please take the time to read the contents of the student handbook. Parents are able to view the Cleveland School District Board Policies at https://cleveland.msbapolicy.org/. In addition, the district has made hard copies available for review in the principal's office at your request.

Parents, please sign the Parent Acknowledgment Form and return it to the child's homeroom teacher after you have read and understood the handbook as soon as possible but no later than September 15. Please feel free to call your child's principal if you have questions.

If the Parent Acknowledgment Form is not returned by September 15, an additional letter will be sent home as a reminder that the acknowledgment form must be returned to the school.

I have read the Cleveland School District Student Handbook and I am aware of all rules and regulations.

I am the _____ of
Parent, Legal Guardian, Custodian

_____
Name of Student

who attends _____ for 2026-2027 school year.

_____ _____
Signature Date

THERE MAY BE ADDENDUMS TO THIS HANDBOOK THROUGHOUT THE SCHOOL YEAR. THE PRINCIPAL WILL RECEIVE THIS INFORMATION AND PASS IT ON TO YOU. THESE ADDENDUMS WILL BE POSTED ON THE DISTRICT'S WEBSITE AND HARD COPIES WILL BE AVAILABLE FOR REVIEW AT YOUR CHILD'S SCHOOL.