Greenwood
Public
Schools

Alternative School Handbook
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This handbook consists of additional requirements of the discipline program at the Greenwood Public School District Alternative School. A copy will remain in each school for student reference purposes. Additional copies are available upon request, if needed, for parents to take home. All State and Federal laws, rules, regulations, requirements, code of conduct, etc., in effect at the student’s home school, will remain in effect during the student’s enrollment in Alternative School.

Greenwood Public Alternative School Mission Statement
The mission of the Greenwood Public School District Alternative School is to provide an environment that will encourage and maximize academic and behavioral potential by developing positive attitudes, a sense of self-worth, and a vision of becoming successful and productive citizens in the community. In this safe, structured environment students will gain academic and social skills as well as develop self-discipline in order to earn admission back into the regular school setting, or catch up academically. The Greenwood Public School District Alternative School will demonstrate respect and commitment to any student regardless of previous academic performance, economic status, race, gender, age, or other unique personal qualities. We are truly a school family and adversarial treatment of students and staff will not be tolerated.

Goals
The goals of the Alternative School are as follows:
1. Facilitate in developing skills to be successful in regular school setting.
2. Facilitate in developing skills of self-discipline and taking responsibility for personal actions.
3. Facilitate in improving academic skills.
5. Assist students in identifying barriers that inhibit their educational and social development through character education.

What is Alternative Education?
“Alternative Education” is a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments.

Who is Eligible for Placement?
- Students who have been placed by the Greenwood Public School District Disciplinary Committee
- Students with repeated (documented) disciplinary infractions
- Students with basic subject failures
- Students with excessive absences
- Students identified as having specific handicapping conditions, if the IEP Committee determines placement is necessary.
Dear Students,

The staff of the Greenwood Alternative School looks forward to assisting in your transition to and from the Alternative school setting. We expect you to participate in your class, cooperate with staff and accept responsibility for your actions. You are expected to become familiar with this handbook and obey all rules of Greenwood Alternative School and Greenwood Public School District.

Dear Parents,

In assisting your child with their educational services, we want your support as we are involved in this transition with your child’s development. Let us work together to assist and equip your child to be successful in his/her education and social development.

Lorita Harris-Dorsey
Greenwood Alternative School Director

Disclaimer:
This handbook is a guide and it should not be considered a contract. This handbook is only a guide and is not to be comprehensive. It is advisory, only to serve as a guide to the student and parent. The program reserves the right to make changes or exceptions to statements in this handbook as directed by the Greenwood Public School District superintendent and school board.
Program Description:

The school board of this district hall 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 detriment to the best interest and welfare of the students and teacher of such class as a whole.

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 this 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. This 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. Election of program from options provided by the local 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. This 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 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:

1. Course content (goals, objectives, materials, etc.) as outlined in the curriculum guides

2. Methods of evaluation of grades will reflect some combination of the areas listed below:
   a. Class work
   b. Homework
   c. Test scores
   d. Participation
   e. Skill application
   f. Preparation for class

3. The effect of absence on grades

4. Procedures for making up assigned work and tests

5. Other criteria as may be approved by the superintendent and school board

This school district, in its discretion, may provide a program of general educational development (GED) preparatory instruction in the alternative program.

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

**LEGAL REF.:** MS CODE ’37-13-92

**CROSS REF.:** Policies IDDF Special Education Programs

IFB Instructional Services

JCD-1 GED Program

Original Adopted Date: 1/14/2015  Status: Adopted

Approved/Revised Date: 1/14/2015  Record ID: 126848
Alternative Education Responsibilities:

- Assist in the implementation of IIP that provides for courses required for graduation for each student with emphasis in academics, applied behavioral analysis, functional skills, and career education
- Complete annual program review and evaluation as directed by MDE
- Ensure student participation in the MS Assessment System
- Ensure that the maximum teacher/student ratio is 1:15
- Ensure that there are high expectations for student achievement
- Provide academic instruction that is tailored to meet the specific needs and learning style of students
- Provide adequate, caring, certified staff who are motivated and cultural diverse
- Provide community involvement and support
- Provide counseling for parents and students
- Provide evaluation of student’s progress at regular intervals and maintain records
- Provide written rules addressing the unique needs of alternative education students to both parents and students (clearly stated mission and discipline code)

Curriculum:

Cumulative records on each student placed in an alternative program remain at and are maintained by the school of origin. The curriculum and instructional methodology address the needs of the student through an IIP or IEP for students with disabilities. These programs emphasize academic performance, behavior modification, functional skills, and career education. Academic performance is defined as the achievement level of each assigned student. The academic portion of the IIP or IEP should be developed based upon the student’s ability and baseline data obtained from the selected assessment.

Instruction:

Greenwood Alternative School, under the leadership of Greenwood Public School District, shall deliver instruction in accordance with the following standards:

After a student has been accepted into Greenwood Alternative School, an initial learning plan is developed by the home school unless another individual plan exists. (For example, if the student is in the Special Education Program and has an active IEP, the IEP will reference the Alternative Education Program learning plan.)

- The curriculum and instructional practices shall reflect high expectations for all students.
- Discuss with the licensed teacher, school counselor, student, parent, and other involved parties the student’s current academic standing, personal interests, and career aspirations.
- Determine academic coursework based upon the above information.
- Curriculum shall address cultural and learning style differences.
- Instructional activities shall be consistent with the written curriculum and appropriate student’s developmental levels.
- Instructional materials shall be age appropriate, functionally appropriate, and of interest level for students.
- The instructional program shall be delivered in a climate conducive to learning.
- The instructional program shall include educational and workforce development opportunities.
The learning plan includes reference to adequate academic progress and progress on short- and/or long-term goals. In order to determine adequate progress, the learning plan is reviewed on a semester basis. The plan is reviewed at minimum by the student and his/her school counselor. (If the student is in the Special Education Program, the case manager will also be involved.). Adjustments are made as needed.

Grades:
Grades are given through assignments received from the home school and then graded by the teacher who compiled assignments.

Support Services:

Students at Greenwood Alternative school receive school counseling services and/or other support services such as social work or psychological services as indicated in the IIP or IEP. We also collaborate with other entities in the community such as:

- Local businesses
- Life Help
- Youth Court

Student Progress:

Evaluation of the student’s progress at Greenwood Alternative School will include the following but not limited to:

- Academics
- Behavior
- Attendance
- With SPED students, there will be a IEP goal log with progress reports

The Alternative School Positive Behavior Support System:

Greenwood Alternative School follows a PBIS system similar to Greenwood High School.

- For positive behaviors students earn three Bulldog bucks which can either be saved or spent daily.
- All treats and privileges cost three bulldog bucks
- Bucks must be spent by the end of the week.

Greenwood Rules and Procedures:

- Come ready to work every day
- No profane language or gestures
- Raise hand to get out of seat (water fountain, bathroom, etc.)
- Treat other students and their property with respect
- Keep hands, feet, and objects to yourself
- Students report to assigned work station
- Students are to be checked for weapons every morning (wand)
- Breakfast and lunch are eaten in plain view
- Students are to throw away their breakfast/lunch disposables in the garbage
Placement by District Discipline Committee (DDC)

Students are placed in the Alternative School by the DDC according to state and district regulations for a specific incident and as required by law for certain offenses. Students and parents/guardians must attend an intake meeting (even if the student is 18 or older) and sign a contract that states they agree to follow all rules and regulations of the Alternative School established by the Greenwood Public School District.

The DDC will consider recommendation from the site school principal, the TST Committee, the parent/guardian or the IEP committee

TST/IEP Recommendation

District admission procedures are detailed in this section. The process MUST begin with the building level Teacher Support Team (TST), to be consistent with the “Three Tier” intervention model. There should be evidence and supporting data as to previous intervention efforts and outcomes. All children being discussed for placement at the Alternative School for behavior reasons should have had a Functional Behavior Assessment (FBA) conducted before placement. If a child has a special education ruling, the child must have a behavior plan as a component of his/her IEP and progress monitoring data supporting the effectiveness or lack of effectiveness of that IEP component. A manifest determination ruling should be completed before a child is placed at Alternative School as well.

TST placement is a five step process:
1. Tier II and Tier III interventions (if the child is not a child receiving special education services) and an IEP behavior intervention plan based on a sound functional behavior assessment (if the child is a child receiving special education services). Data related to the effects of the intervention(s) must be collected in making determinations as to the student’s response to previous interventions. If the intervention is successful, the child remains at his/her home school. If the intervention failed to work, then administrators should proceed to Step 2.
2. Gather information related to the case. The referral packet for placement at Alternative School should be completed. This packet can be completed once the principal’s signature is present on the paper work.
3. Forward the information to the Alternative School. After the packet is received at the Alternative School, the case undergoes screening. If a packet is complete, an appointment is scheduled with the DDC to determine if placement at the Alternative School is appropriate. If a packet is incomplete, it is returned to the home school for completion.
4. The process of review by the DDC. The committee meets on an as needed basis. The committee is chaired by the Director of Operations and the meeting is held at the Greenwood Public School District’s Central Office.
5. The committee decision. At this meeting the committee determines if placement is appropriate and the length or duration of placement.

Requirements for Admission to Alternative School Program

Because participation in an Alternative School Program is an opportunity and not a right, only those students who meet grades, behavior and attendance requirements are admitted and retained in the program. Requirements for attendance and behavior are stringent.
Parent Agreement
Parents are required to sign an agreement before the student is fully accepted into a program. The parent agreement helps ensure that the family is committed to and supportive of the Alternative School and that they explicitly agree to support the school’s recommendations regarding both academic and behavioral interventions.

Student Agreement
All students accepted into a program are required to sign a student agreement prior to starting the program.

Credits are awarded upon completion of the required coursework at a predetermined mastery level. Students are expected to achieve daily academic progress in designated coursework.

Length of Stay
The length of a placement in Alternative School is determined by the DDC. However, a student must meet exit criteria before returning to regular classes at their home school.

Length of stay can be extended if the student’s progress is not satisfactory as measured behaviorally and academically. Exceptions to this process include students entering the district from a juvenile facility, students who have been placed at the Alternative School through the court system, or in another school’s alternative program.

Students must also meet qualifications in order to be released from their alternative school assignment.
- Students must have completed all academic assignments to the satisfaction of all Alternative School instructors.
- Students must have attended the required number of days successfully.

NOTE: In some cases, when a student has exceeded academic and behavior expectations of the Alternative School, the student MAY be eligible for early return to their home campus. Students can earn early release back to their home campus for perfect attendance, good behavior, dress code, and successfully completing all academic assignments. However, determinations are made by the site school principal, the alternative school principal and the DDC—not the Alternative School staff, who only make recommendations.

Learning Plan
After a student has been accepted into the Greenwood Alternative School, an initial learning plan is developed unless another individual plan exists. (For example, if the student is in the Special Education Program and has an active IEP, the IEP will reference the Alternative Education Program learning plan.) The learning plan and subsequent variations of the plan are contracts to which all parties must commit. The following procedures are used to create the initial learning plan:
- Review the high school transcript for completed coursework and credits earned.
- Determine the student’s skills through a file review.
- Discuss with the licensed teacher, school counselor, student, parent, and other involved parties the student’s current academic standing, personal interests, and career aspirations.
- Determine academic coursework based upon the above information.
The learning plan includes reference to adequate academic progress and progress on short- and/or long-term goals. In order to determine adequate progress, the learning plan is reviewed on a semester basis. The plan is reviewed at minimum by the student and his/her school counselor. (If the student is in the Special Education Program, the case manager will also be involved.). Adjustments are made as needed.

The Alternative School Positive Behavior Support System
The Alternative School Positive Behavior Support System is a Center-wide management system for students in the Alternative School program. The System is designed based on sound empirical practices for students who display inappropriate social and behavioral problems that prevent them from meeting with success in the typical school setting. The System is based on a strong teaching model that holds as its central assumption the belief that most of our students who are placed at the Alternative School do not possess the social or behavioral skills that would allow them to be successful in typical school settings.

Positive Behavior Interventions and Supports
At the basic level of the System is the Positive Behavior Intervention component. It is comprised of the stated behavioral expectations of our students for the various settings within our building, the feedback system for our students when they are meeting those expectations, and the motivation system to ensure with more certainty that our students would strive to achieve those expectations.

This element of the System is couched in positive, proactive, and preventive approaches. A comprehensive program for individuals with behavior disorders employs both components.

To support the PBIS efforts, a member of the Alternative School Staff will be a member of the school PBIS team. The PBIS team will discuss any behavioral issues that arise relevant to implementation of the PBIS model.

A comprehensive program for individuals with behavior disorders employs both components.

Daily Individual Goal Review Sessions
Staff members lead a morning discussion of the student’s goal(s) for the day/week. The student is asked to give examples about how he/she will meet the goals or what should happen if a problem arises involving his goal.

If the student answers appropriately, the staff members ask the student to state how well the student thinks he or she is doing on that goal. Questions such as, “Have you earned your points for the goal so far today (or this week)?” should be asked. Praise should be given at each step of the process. If the student states that the goal is not going well, or that he has not been earning his points, follow-up questions should be asked. Examples would include, “Why haven’t you been getting your points?” or “What can you do differently so that you can get your points today?”

Teaching Expectations
It is important to know and understand the behaviors that are expected in different environments (e.g., classroom, hallway, and bathroom). Expectations have been determined for all of the different environments at Alternative School. Those that follow were based on the current management system. These expectations are publicly posted in those specific settings and
reviewed on a predictable basis (morning and afternoon). The expectations for Alternative School have been outlined for the hallway/walk way, restroom, and classrooms.

The expectations for Alternative School are outlined in the following manner for the following areas:

### Be Safe

<table>
<thead>
<tr>
<th>Hallway</th>
<th>Dining Area</th>
<th>Restrooms</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move directly to the appropriate area.</td>
<td>Keep your hands and feet to yourself</td>
<td>Enter quickly and quietly.</td>
<td>Walk quietly to your seat.</td>
</tr>
<tr>
<td>Follow all teacher instructions.</td>
<td>Report to the dining area only when directed.</td>
<td>Put toilet paper in the toilet.</td>
<td>Follow all teacher instructions.</td>
</tr>
<tr>
<td>Avoid causing distractions.</td>
<td></td>
<td>Wash and dry your hands.</td>
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### Be Responsible

<table>
<thead>
<tr>
<th>Hallway</th>
<th>Dining Area</th>
<th>Restrooms</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue directly to your next class.</td>
<td>Get all utensils, meal items, and beverages before you sit down</td>
<td>Properly sign in on the clipboard &amp; inspect before use.</td>
<td>Have necessary materials to start class on time.</td>
</tr>
<tr>
<td>Bring all necessary materials to your class.</td>
<td>Sit in the designated dining area.</td>
<td>Report any unclean conditions or facility abuse.</td>
<td>Complete all of your work on time. Strive to do your best.</td>
</tr>
<tr>
<td>Clean up after yourself. Put trays in the dumpster.</td>
<td></td>
<td>Do your own work.</td>
<td></td>
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Know the rules and policies; ignorance does not exempt you from the consequences.

### Be Respectful

<table>
<thead>
<tr>
<th>Hallway</th>
<th>Dining Area</th>
<th>Restrooms</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep your hands and feet to yourself.</td>
<td>Keep your hands and feet to yourself.</td>
<td>Keep your hands and feet to yourself.</td>
<td>Keep your hands and feet to yourself.</td>
</tr>
<tr>
<td>Focus on yourself.</td>
<td>Focus on yourself.</td>
<td>Focus on yourself.</td>
<td>Focus on yourself.</td>
</tr>
<tr>
<td>Talk quietly using clean language.</td>
<td>Remain quiet while waiting for your food.</td>
<td>Flush after your use.</td>
<td>Sit appropriately at your desk.</td>
</tr>
<tr>
<td>Sit at your assigned area.</td>
<td>Talk in a quiet voice.</td>
<td></td>
<td>Leave class only when your teacher dismisses you.</td>
</tr>
<tr>
<td>All food stays in the dining area.</td>
<td>Report any problems to a teacher.</td>
<td>Raise your hand before you speak.</td>
<td></td>
</tr>
</tbody>
</table>

Be polite to staff members, other students, and visitors and/or guests.
Reward Tickets
Reward Tickets are given along with the acknowledgements. Reward Tickets are not given if a student asks for it. The Reward Tickets include the date, student's name, and the initials of the staff member issuing the Reward Ticket. Periodic drawings are held in which the student whose Reward Ticket is pulled receives a tangible reward.

Exit Requirements
Students earn the privilege of returning to their regular campus only after successfully completing and meeting all the following requirements. The student must:
   a. Have served at least the minimum number of days required.
   b. Achieved a Step 3 rating for a minimum of three weeks.
   c. Have satisfactorily completed all work assigned.
   d. Leave their work station in order.
   e. Have successfully demonstrated an understanding of the Character Education program and the positive character traits.

The number of days assigned may be lengthened or reduced by the Alternative School staff. The home campus will be notified of the date the student will return to that campus.

The items listed below are the criteria used to determine reduction of days at the Alternative School:
   a. Attendance
   b. Conduct
   c. Academics
   d. Dress code
   e. Exceeding goals

Students can earn early release back to their home campus for perfect attendance, good behavior, and successfully completing all assignments.

Process for Transition
When a student is considered for transition to Step 4, a team meeting is held. The student may also participate in a transition meeting with the student’s guardian(s), the receiving school’s school-based counselor/case manager, the receiving teacher, a representative from the Special Education Office (if applicable), the Alternative School Director, and the receiving school’s principal or administrative designee. This meeting allows the student to familiarize himself with the policies of the receiving school and give all parties concerned an opportunity to interact and establish lines of communication. A review/revision of IEP and/or change of placement may also occur at this meeting if the child is part of the Special Education Program. Otherwise, a Transition Plan is developed at this meeting to guide the smooth transition of the student back into the home school setting. Details of the plan include transition treatment goals, a check in / check out schedule, establishment of a mentor, the identity of the party responsible for plan implementation, review of program progress, and frequency of progress review meetings. All involved in the development of the plan sign the plan, and the next review meeting is scheduled for a month later.

The Check in/check-out monitoring technique is used when a student is returned to their regular school setting. A transition meeting is held at the student’s home school prior to release. As a
minimum a member of the Alternative School staff, the home school principal, the home school
counselor, and one of the student’s teachers attend. Details of the transition are worked out
during the meeting.

**Behavioral Strategies**

**Time In**
Time In (TI) involves giving the child praise to increase the occurrence of the positive behaviors.
TI can be in the form of praise, rewards, access to preferred activities, tokens, or whatever is
reinforcing for that child. For example, TI can be in the form of, but not limited to, verbal
statements, a thumb’s up, a smile, or a simple pat on the back.

**Break Cards**
Individuals experience varying degrees of stress and/or frustration when partaking in difficult
tasks. Temporary breaks from frustrating activities allow children a momentary escape or
release before reengagement with the challenging activity. To provide children with this
opportunity, students will be allowed to access one break per period. The break cards are used
at any time except during group instruction. The break lasts up to five minutes. The student
remains seated or stretches by the desk during the break. If the student engages in
inappropriate behavior during their break, the break ends immediately.

**Cool Down Time**
Cool Down Time (CDT) is defined as a short period of no access to positive reinforcement. A
student is placed in CDT for any act of aggression, excluding self-defense. A student can also
be placed in CDT for other behaviors at a teacher’s discretion. Examples include, but are not
limited to, actively annoying other students or teachers, refusing to follow directions the 1st time
given, or leaving the work area without permission. If a student refuses to go to CDT, the
teacher sends the child to the office to meet with the director.

- **Exclusionary CDT:** This requires the child be removed from the activity and placed in
  a location where he/she can neither participate in nor observe the classroom activity,
  but is still within the classroom. The student may be placed in a chair facing a corner
  or behind a wall. The student must have quiet feet, hands, and mouth for 5 minutes
  before the child is able to return to their seat.

- **Seclusion CDT:** In this type of Cool Down Time, the child is removed from the
  classroom and placed in a room specifically designed for this purpose. The room is
  free from potential reinforcement. This is usually reserved for students with
  severe behavior problems.

**Definitions of Appropriate Behaviors**

**Compliance:** Student initiates compliance within 10 seconds of an adult presented instruction
and completes the demand in a timely manner. A timely manner depends on the demand and
relies on teacher’s discretion for individual demands.

**Remaining in Work Area:** Students remain in designated area for an assignment or task for
the entire duration of activity.

**Completing Assignments:** Student completes assignment or task in the time specified by the
teacher.
Returning Home/School Note: Student returns school/home note for the previous day, thus meeting the conditions for the school/home note. Conditions may include having the note signed by the guardian, etc.

Ignoring Others Teasing, Name Calling, etc.: Student does not respond verbally or by gesture (giving the finger) to another student who is teasing, name-calling, or directing any inappropriate behavior to that student.

Easy Transition To or From Cool Down Time: Student moves to Cool Down Time area without any inappropriate behaviors. Student moves from timeout to regular activity without any inappropriate behaviors.

Definitions of Inappropriate Behaviors

Teasing: When one student makes fun of another with the intent of making the other student feel bad or to make others around them laugh at the teased student’s expense.

Name Calling: When one student calls another student/teacher by a name other than his or her accepted name or nickname with the intent to cause the other person to feel bad.

Cursing: When a student says a word commonly used as a swear word. The list of words includes appropriate names of body parts used in an inappropriate manner or in an inappropriate situation. Teacher discretion will be used when determining if a word is a swear word or not.

Leaving Work Area: A student clearly departs from an area assigned for a particular task without permission from teachers. Leaving the classroom meets definition if assigned activity is in the classroom.

Sleeping: A student’s head is resting on or against an object with eyes closed. The student may not be asleep but gives the appearance of sleeping.

Noncompliance: If student does not initiate compliance with an adult presented instruction within 10 seconds. This can also be scored if student initiates but does not complete the demand within a reasonable amount of time as determined by the person who issued the instruction.

Talking Back: A student is argumentative with a teacher, is sarcastic towards teachers, or makes a “smart” remark after a teacher makes a comment directed at that student or another student.

Not Finishing Assigned Work: A student fails to complete an assignment or task after having been given enough time to finish the assignment or task. The teacher will determine if the assignment or task should be finished in a certain amount of time.

Difficult Transition to or From Cool Down Time: A student is noncompliant when told to go to Cool Down Time. If student refuses to go to Cool Down Time or if any problem behaviors occur on the way to Cool Down Time If the student refuses to comply when released from Cool Down Time or refuses to answer any questions when Cool Down Time is finished (such as “Why were you in Cool Down Time?”). Also scored if student presents any problem behaviors from Cool Down Time to regular activity.
Aggression: A student hits, kicks, scratches, pokes, pinches, throws things, or otherwise intentionally attempts to cause harm or physical irritation to another student, teacher, or assistant. Aggression does not include self-defense, which has its function as protection, and not intent to harm. To that end, anyone who bullies other students or who starts or participates in a fight or other emotional or physical harm or threat to another member of our school family will be suspended.

Fighting/Disorderly Conduct: A student standing up to fight or standing up yelling at another student is treated as a fight. We are very serious about school safety, and students can be arrested for these offenses while at school or on the bus.

Gang Related Clothing or Activity: Wearing gang related clothing, safety pin in clothing, rolling up one pant leg or other gang type symbols, writings or drawings related to gangs is treated as the first stage of a fight or violence. This includes drawing gang symbols on handbook, school papers or any school property. No notched eyebrows are allowed.

Breaking School Expectations: A student fails to earn points for a period in which a school expectation is broken.

EXAMPLES OF INAPPROPRIATE BEHAVIORS

Mild Misbehavior, such as, but not limited to:
- Talking without permission
- Chewing gum, candy, etc.
- Rocking in chair
- Feet on desk or in desk
- Sitting on desk top
- Inappropriate manners
- Sagging
- Writing on chart or taking chart off the wall or erasing items entered by a teacher

Moderate Misbehavior, such as, but not limited to:
- Making unnecessary noises, including, singing, rapping, laughing
- Cursing
- Spitting in the building or waste baskets
- Not doing class work during class time.
- Not complying with staff’s request
- Talking after warned to stop
- Writing or passing notes
- Bothering other people’s possessions.
- Not facing forward in cubicle.

Serious Misbehavior such as, but not limited to
- Walk out of class without permission
- Calling others names (student or staff)
- Throwing paper, spit balls, etc.
- Graffiti
- Violation of dress code
- Sleeping or the appearance of sleeping
- Out of seat without permission
- Disrespectful remarks or gestures toward other students, staff, or other individuals
- Going on the internet without permission.
• Violating the computer use regulations.
• Repeated minor or moderate offenses.
• Use or possession of tobacco on school grounds

Criminal Conduct or Removal, such as, but not limited to:
• Fighting of trying to get someone to fight
• Hitting another person
• Destroying school or teacher property
• Vandalism/Theft
• Sexual, verbal, or physical threats toward students, staff, or other individuals
• Trespassing on district property
• Harassment/Threats/Intimidation
• Open defiance of a teacher/administrator
• Use, possession, or under the influence of drugs/alcohol
• Running/Walking away from a search
• Possession of weapons
• Criminal or illegal behavior
• Display/Advertise/Recruit for an affiliated gang
• Behavior, gestures, or drawings which symbolizes gang membership

Students found exhibiting any of the behaviors in this group are subject to immediate suspension, arrest and possible referral to the DDC for expulsion.

**Interrogations and Searches**

Students assigned to the Alternative School are subject to daily inspection of their person, any possessions, and assigned materials upon arrival at school. This is done in the interest of safeguarding children, their own property, and the property of the school. Books, equipment, desks, and lockers, or other materials provided by the school, remain school property, even though utilized by the students. The school retains the right to check, inspect, or search these materials, facilities or property, at any time to verify their condition, orderliness, cleanliness, and/or content. Students are fully responsible for the security and contents of the assigned desks.

Interrogation and searches of student’s property may occur on school grounds whenever it is determined by school staff that there is a reasonable basis for the interrogation or search. Students at the Alternative School are subject to audio and visual monitoring at all times.

**Personal Items Brought to School**

Students are not to bring any materials to school except those directed by the teacher (i.e. homework). Purses and backpacks are not allowed. Articles considered inappropriate for school are removed and confiscated. These include but are not limited to tobacco products, music players, inappropriate published or written material, tapes, gum, jewelry, etc. Staff may remove any article that is perceived as causing a disruption. Any illegal items found are turned over to the School Resource Officer.

Any item brought to school remains in the office until the end of the week, or as determined by the staff. This includes, but is not limited to, accidentally wearing jewelry, wearing a cap and money over 5 dollars. Keys surrendered each morning and returned at the end of the day.
Students requiring a cell phone for after school use must have their parent or guardian coordinate directly with the Alternative School director. The phone must be surrendered each morning upon arrival and is given back at the end of the day.

**School and Law Enforcement**

The Alternative School and Greenwood High School share the services of a School Resource Officer. This officer’s purpose is to assist in creating a safe, secure, and orderly learning environment and also to bridge the gap between police officers and young people by influencing positive attitudes towards law enforcement. In addition, the School Resource Officer offers information to students and parents in regards to law enforcement.

If a student’s behavior while he/she is receiving their educational services at the Alternative School so warrants, the School Resource Officer and possibly other law enforcement officials are called. Examples of such behaviors this nature might include, but are not limited to:

- assault: results in recommended expulsion
- fighting: a student involved in a fight is suspended for a minimum of three (3) days and up to twenty (20) days are added to that student’s Alternative School assignment
- possession of firearm or weapon: results in recommended expulsion
- possession of drugs or drug paraphernalia: results in recommended expulsion
- under the influence of alcohol or an illegal drug, results in recommended expulsion.
- leaving campus without permission
- disruption of class environment
- threat to another student or staff member

**Attendance**

Regular school attendance is essential for the student to make the most of his or her opportunity to receive a free and public education, to benefit from teacher-led activities, to build on each day’s learning, to interact with his/her peers in group projects or activities, and to learn strategies that will help prepare the student to be successful in the twenty-first century.

Students remain on the attendance roll of their home campus. Each student’s attendance is kept by the Alternative School and reported to the home campus. During the last week of the student’s Alternative School placement, the Principal and MSIS clerk is notified of the anticipated date of the student’s return.

**ABSENCES**

If a student is absent, the parent must notify the Alternative School by calling (662) 455-8989. The student must submit a note from their parent explaining the reason for the absence upon their return to the Center. A student is required to make-up all absences before returning to their home campus. Unexcused absences will result in student making up the day missed.

**CHECK-IN/CHECK-OUT OF SCHOOL PROCEDURE**

- Students who arrive by automobile are not to arrive at the campus before 7:30 am and must be dropped off in the bus unloading area.
- Students MUST NOT be dropped off or left unattended before or after school hours, and the Alternative School staff members do not assume responsibility for student safety before check-in or after dismissal.
- Students riding the bus should move straight to the Alternative School after exiting the bus.
• Greenwood Public school students are transported to the Alternative School by bus and eat breakfast prior to arriving.
• All students must enter by the front door.
• Students wait patiently while security procedures (check for illegal substances or items during entry) are followed:
  o Empty pockets, take off shoes.
  o Submit to a search with a handheld metal detector.
  o Follow staff members’ instructions for any further requests.
  o Recover your appearance.
• All unauthorized items in one’s possession are collected by the Center's staff and most items are returned at the end of day. (Student Beware, Alternative School is not responsible for lost, misplaced or stolen items)
• Arrive at school with no more than five dollars ($5.00) Lunch Money.
• Greenwood Public Schools students eat breakfast once security procedures are complete.
• Classroom instruction begins at 7:45 a.m.
• Students place their snacks from home in the designated area and/or order lunch for that day.
• Students get necessary materials from their locker and go quietly and directly to their assigned seat.
• Once at their desks, the students begin to work on the goals and objectives as outlined on their schedule.
• Students are dismissed at when the respective bus arrives or the final bell of the day rings and are expected to leave the facility and campus area promptly
• Any student arriving late or checking out must have their parents sign them in/out at the front door.

Academics
The Alternative School Staff will make every effort to ensure that students complete all work assigned by the home school teacher in a timely manner. The staff returns all student work to the home school teachers each Friday and pick up any new materials for the next week. In certain cases, a student's schedule must be modified. A student enrolled in a career & technical is required to drop the course. Students' enrolled in courses requiring a state test may be required to drop the course.

The Alternative School Staff may use internet based courses (Mississippi Virtual School, Compass Learning Odyssey) to make up any lost credit. A video system (i.e. Skype) is used whenever possible to allow students to participate in their normal classroom without actually being there.

Disciplinary progress reports are issued to students at the Alternative School on a regular basis. Additional progress reports are sent at parent request, or if the staff deems it necessary that the parent be more frequently updated about the child's progress. Academic progress reports are issued by the student’s teachers from their home school on a schedule established by the district.

All class assignments are logged out to the students and logged back n by students when completed. This is to ensure accountability of the assignments.

All report cards are issued by the home school.
All students are required to participate in a developmental reading program centered around the foundations of reading. In addition, students are required to read an AR book every two weeks.

**Transfers and Withdrawals**
Students who withdraw from the Alternative School before serving/completing an assignment in Alternative School shall complete the assignment upon re-enrollment in the district, unless the assignment is served in another district.

Students who enroll in the Alternative School before serving/completing an assignment in Disciplinary Alternative School from another school district shall complete the assignment upon enrollment in the Greenwood Public School District.

Students who enroll in a hospital/drug treatment center may reduce their assignment time in Alternative School, on a day-to-day basis, with the district’s approval. Verification of hospitalization/treatment must be presented upon re-entry.

**Cafeteria Services**
Breakfast and lunch is served to students on site. All students are served breakfast at 7:30 a.m. and lunch at 10:45 each weekday. Fees for breakfast and lunch are collected each morning during the check-in for both meals. Meals are delivered to the Alternative School by students functioning on step 3. Students are not allowed to bring lunches into the school unless specified for medical reasons. However, drinks are allowed from home provided they are in a factory sealed container.

**Extra-Curricular Activities**
Students are not allowed to participate in or attend any school related functions on or off any Greenwood Public School campus while enrolled at the Alternative School. Students are not permitted to visit any of the campuses in the district in which they receive their educational services until they have successfully completed their Alternative School assignment and have been reinstated in good standing with their home campus. Students disregarding this stipulation may risk the possibility of further disciplinary action or law enforcement involvement.

**Medication**
It is the preference of the Greenwood Public School District not to administer a prescription medication to a student. It is understood that, at times, there are situations that justify school personnel dispensing prescription drugs. If such a situation exists, the parent must bring the medication to the school, in the original prescription bottle, which must be properly labeled as prescribed by law. A written consent form must be signed by the parent before medication may be dispensed. All approved medication must be kept in the counselors' office, and it is the responsibility of the student taking the medication to keep up with his/her medication time. **No student, at any time, may have possession of prescribed or over-the-counter medication on any school property including the School bus.**

**Textbooks**
Students assigned to the **Alternative School** should bring their textbooks from their regular campus. Students are responsible for the condition of the book during the time it is checked out to them. Students must pay for lost, damaged, or unreturned textbooks.
Alternative School & Expulsion Procedures

Part I: Expulsion Steps for a Major Infraction

Part II: Placement in Alternative School – Steps for Habitual Offenses

Part III: Procedures for Expulsion for Violating Policy while in Alternative School
Part I: Expulsion Steps for a Major Infraction

1. Student commits a major infraction and SRO is notified (SRO and principal determine if charges will be pressed against student.) If applicable, a threat assessment is completed.

2. Site school principal completes discipline form and enters discipline information into STI pending hearing

3. MSIS clerk submits daily report (Daily Student Discipline-DSD) to State Department of Education

4. Site school principal arranges a discipline hearing and recommends student for expulsion to disciplinary committee
   - Complete Form A (Major Infraction Section) or Form B and IIP (Part A)
   - Bring or send the following items to the discipline meeting
     a. Proof of notification of hearing
     b. Charge against student
     c. Proof of offense
     d. Student records (grades, attendance, discipline records, etc.)
     e. Other documentation needed for recommendation
     f. Recommendation for expulsion

5. Disciplinary committee recommends expulsion to the school board

6. Disciplinary committee reports recommendation to MSIS clerk/Principal

7. Site school principal/MSIS clerk updates discipline in STI and submits daily report (DSD) to State Department of Education

8. School board meets, upholds recommendation of the disciplinary committee and expels student

9. On the school day following the school board meeting, the MSIS clerk contacts the central office and is notified of approved expulsion (stamped approved expulsion letter is sent to MSIS clerk)

10. Approved expulsion letter is placed in cumulative folder

11. Site school principal/MSIS clerk adds discipline referral for expulsion to STI and submits a daily report (DSD) to State Department of Education

12. State department of education informs MSIS clerk that expulsion was successful

13. Attendance officer gets notification of expulsion from MSIS clerk

14. Withdrawal forms are completed

15. Student data is printed and attached to withdrawal form

16. MSIS clerk withdraws student
Part II: Placement in Alternative School Steps for Habitual Offenses

1. Student commits 6 offenses requiring removal from classroom (see policy JCB) and are reported in STI
   a. All students being discussed for placement must have a completed Student Intervention Plan or a Functional Behavior Assessment, FBA (Tier III) on file to identify the conditions that sustain and motivate the problem behavior.
   b. The process MUST begin with the building level Teacher Support Team (TST), to be consistent with the “Three Tier” intervention model. Evidence and supporting data as to previous intervention efforts and outcomes are to be recorded on the appropriate forms.
   c. For students receiving special services the IEP committee process should run parallel to the intervention process.

2. Based on the school interventionist’s recommendation, the TST reviews resulting data from the Student Intervention Plan and determines that the interventions were not successful.
   a. The TST chairperson then recommends to the site principal that the student be placed in Alternative School.
   b. The site principal completes discipline forms for habitual offenses and enters the information into STI and submits daily report (DSD) to the MDE. For an IEP student, a Manifest Determination ruling must be completed prior to placement.

3. Site school principal arranges a discipline hearing and recommends student for placement in Alternative School to disciplinary committee
   - Complete Form A or Form B and IIP (Part A)
   - Bring or send the following items to the discipline meeting
     a. Proof of notification of hearing
     b. Proof of behavioral intervention plan (Tier III)
     c. Charge against student
     d. Proof of offense
     e. Student records (grades, attendance, discipline records, etc.)
     f. Other documentation needed for recommendation
     g. Recommendation

4. Disciplinary committee recommends Alternative School. Disciplinary committee informs parent/guardian to contact alternative school principal to set up Individual Instruction Plan, IIP meeting. The IIP meeting will be held at the Alternative School Site. The site school principal, site school counselor, alternative school principal, parent/guardian, student, or designee of each must attend this meeting before admission. The meeting should be held within three school days of the hearing.

5. Disciplinary committee reports recommendation to MSIS clerk/principal

6. Site school principal/MSIS clerk updates discipline in STI and submits daily report (DSD) to State Department of Education

7. Placement letter is placed in cumulative folder.
Part III: Procedures for Expulsion for Violating Policy while in Alternative School

1. Student violates school/Alternative School policy and procedures while in Alternative School. (case-by-case basis dependent on the severity of the offence and number of violations)

2. Alternative School principal completes discipline form and enters discipline information into STI pending hearing and submits daily report (DSD) to State Department of Education

3. Alternative School principal arranges a discipline hearing and recommends student for expulsion to disciplinary committee
   - **Complete Form A or Form B and IIP (Part A)**
   - **Bring or send the following items to the discipline meeting**
     a. Proof of notification of hearing
     b. Proof of behavioral intervention plan (Tier III)
     c. Charge against student
     d. Proof of offense
     e. Student records (grades, attendance, discipline records, etc.)
     f. Other documentation needed for recommendation
     g. Recommendation

4. Disciplinary committee recommends expulsion to the school board

5. Disciplinary committee reports recommendation to MSIS clerk/Principal

6. MSIS clerk/principal updates discipline in STI and submits daily report (DSD) to State Department of Education

7. School board meets, upholds recommendation of the disciplinary committee and expels student

8. On the school day following the school board meeting, the MSIS clerk contacts the central office and is notified of approved expulsion (stamped approved expulsion letter is sent to MSIS clerk)

9. Approved expulsion letter is placed in cumulative folder

10. Site school principal/MSIS clerk adds discipline referral for expulsion to STI and submits a daily report (DSD) to State Department of Education

11. State department informs MSIS clerk that expulsion was successful

12. Attendance officer gets notification of expulsion from MSIS clerk

13. MSIS Clerk completes Withdrawal Process. (All Student Data attached)
A completed Discipline Committee Referral Checklist and an Individualized Instruction Plan (IIP) - Part A Form must be submitted to the Operations Office at the Greenwood Public School District Central Office 2 days before the Discipline Committee meeting.

Form A  Greenwood Public School District  
**Discipline Committee Referral Checklist**

Date __________________ School________________________________

Student’s Name __________________________ Grade______________

- Teacher Support Team has met on this student *(Principal)*
  - Tier Two Intervention *(with documentation)*
  - Tier Three Intervention *(with documentation)*

- Functional Behavioral Assessment was conducted.

- Behavior Intervention Plan *(with documentation)* *(TST Committee, Teachers)*

OR

- Parent Request or Court Order – Collect all existing data and submit.
- Major Infraction – Collect all existing data and submit.

Form B  Greenwood Public School District  
**Discipline Committee Referral Checklist for IEP Students**

On ________________ *(date)* the IEP Committee reviewed the IEP of

__________________________ *(student’s name)*. The IEP Committee recommends

that this student be placed in Alternative School for ____________ days, beginning on

- IEP meeting held to determine need for Functional Behavioral Assessment. *(IEP Committee)*
- Functional Behavioral Assessment was conducted. *(TST Chair)*
- Behavior Intervention Plan was implemented. *(TST Chair)*
- Behavior Plan data collected. *(Teacher)*
- Manifestation Determination form completed. *(IEP Committee)*
- IEP revised to reflect change in student’s services and/or placement. *(IEP Committee)*
### Steps for Referral to Alternative School

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsibility</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Site School Principal/IEP Committee/Teacher Support Team (TST)</td>
<td><strong>For Habitual Offenders</strong>&lt;br&gt;a. All students being discussed for placement must have a <a href="#">Student Intervention Plan</a> or a completed <a href="#">Functional Behavior Assessment, FBA</a> (Tier III) on file to identify the conditions that sustain and motivate the problem behavior.&lt;br&gt;b. The process <strong>MUST</strong> begin with the building level Teacher Support Team (TST), to be consistent with the “Three Tier” intervention model. Evidence and supporting data as to previous intervention efforts and outcomes are to be recorded on the appropriate forms.&lt;br&gt;c. For students receiving special services the IEP committee process should run parallel to the intervention process.</td>
</tr>
<tr>
<td>2.</td>
<td>Site School Principal /IEP Committee/ (TST)</td>
<td><strong>For Habitual Offenders</strong>&lt;br&gt;Based on the school interventionist's recommendation, the TST reviews resulting data from the Student Intervention Plan and determines that the interventions were not successful.&lt;br&gt;a. The TST chairperson then recommends to the site principal that the student be placed in Alternative School.&lt;br&gt;b. The site principal completes discipline forms for habitual offenses and enters the information into STI and submits daily report (DSD) to the MDE. For an IEP student, a <a href="#">Manifest Determination</a> ruling must be completed prior to placement.</td>
</tr>
<tr>
<td>3.</td>
<td>Site School Principal</td>
<td>Contact Disciplinary Committee Chair to schedule a disciplinary hearing by e-mail.</td>
</tr>
<tr>
<td>4.</td>
<td>Disciplinary Committee Chair</td>
<td>IIP - Part A - sent to Site School Principal by e-mail.&lt;br&gt;Cc Alternative School and Alternative School Principal by e-mail.</td>
</tr>
<tr>
<td>5.</td>
<td>Site School Principal</td>
<td>Send completed IIP - Part A to Disciplinary Committee Chair</td>
</tr>
<tr>
<td>6.</td>
<td>Site School Principal</td>
<td>Bring all forms to disciplinary meeting (The disciplinary committee will not make a recommendation until all forms have been received)&lt;br&gt;a. Manifestation Determination form completed when applicable.&lt;br&gt;b. Proof of notification of hearing&lt;br&gt;c. Proof of behavioral intervention plan (Tier III)&lt;br&gt;d. Charge against student&lt;br&gt;e. Proof of offense&lt;br&gt;f. Student records (grades, attendance, discipline records, etc.)&lt;br&gt;g. Other documentation needed for recommendation&lt;br&gt;h. Recommendation&lt;br&gt;i. Attachments to the proposed IIP- Part A</td>
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<tr>
<td>7.</td>
<td>Disciplinary Committee Chair</td>
<td>Contacts Site School Principal, Parent, and Alternative School of recommendation. Advises parent to contact Site School principal to set up IIP meeting</td>
</tr>
<tr>
<td>8.</td>
<td>Disciplinary Committee Chair</td>
<td>Letter sent to parent/guardian. Cc: Central Office, Site School Principal, Site School Counselor, MSIS Clerk, Alternative School, Alternative School Principal, and SPED Department when applicable</td>
</tr>
<tr>
<td>9.</td>
<td>Site School Principal</td>
<td>Informs Alternative School of date/time of IIP Meeting</td>
</tr>
<tr>
<td>10.</td>
<td>Alternative School</td>
<td>Informs Alternative School Principal of date/time of IIP Meeting</td>
</tr>
<tr>
<td>11.</td>
<td>Alternative School/ Site School Principal</td>
<td>IIP meeting at site school with all stakeholders, counselor, teachers, parent, etc. where IIP – Part B will be completed</td>
</tr>
<tr>
<td>12.</td>
<td>Alternative School/ Site School Principal</td>
<td>Advises parent to take student to meet with Alternative School Principal to discuss policies, procedures, etc.</td>
</tr>
<tr>
<td>13.</td>
<td>Alternative School</td>
<td>Send completed IIP – Part B to Disciplinary Committee Chair, Site School Principal and send completed IIP – Part A &amp; B to Alternative School Principal 1 week after IIP meeting</td>
</tr>
</tbody>
</table>

**Checklist of Required Forms to be kept by Each Stakeholder**

**Alternative School**
- IIP - Part A
- IIP - Part B
- Counseling/Advisor sign-in/verification form (1 per nine weeks)
- Signature page from Alternative handbook
- Progress reports
- Report cards
- Accommodation page SPED
- SPED sign- in form (as stated in IEP)
- Behavioral Modification Form
- ICAP
- Functional Skills Assessment
- Behavioral Progress Chart

**Site School Principal’s Forms**
- IIP - Part A
- IIP - Part B
- Progress Reports
- Report Cards

**Disciplinary Committee Forms**
- All evidence presented at hearing (Step 6)
- IIP - Part A
- IIP - Part B
- Behavioral Plan or Student Intervention Plan
- Letter of determination from committee
Greenwood Public School District
Dr. Jennifer Wilson, Superintendent
401 Howard Street
Greenwood, Mississippi 38930
Phone: (662) 453-4231

Notice of Disciplinary Hearing

To the Parents / Guardians of: ___________________________________________________

Address: ____________________________________________________________________
____________________________________________________________________________

Telephone: __________________________________________________________________

Pursuant to the Mississippi code and the Greenwood Public School Board policy, a Hearing has been scheduled before the Greenwood Public School District Disciplinary Committee for:

Student: ____________________________________________________________________

School: __________________________Grade: ______Date of Birth: ___________________

The Hearing will be held on: Date: ________________Time: ________________

The Hearing will be held at the: Greenwood Public School District- Central Office
(Board Room)
401 Howard Street
Greenwood, MS  38930

The purpose of this hearing will be to consider a charge or charges against the above named student. If found guilty of the charge or charges, the student may be subject to suspension or expulsion from school for more than ten (10) days. Additionally, other conditions may be required for readmission to school.

Specifically, the student is charged with: _______________________________________

Your child has certain rights with regard to the hearing. Among those rights are:

(1) The right to be represented by counsel;
(2) The right to question witnesses at the hearing;
(3) The right to refrain from testifying, since any testimony given by the student may be used against him/her;
(4) The right of the student to testify on his/her behalf;
(5) The right to appeal the decision of the Disciplinary Committee.
## General Targeted Areas

<table>
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<th>Attendance</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>Writing</td>
</tr>
<tr>
<td>Math</td>
<td>Other</td>
</tr>
</tbody>
</table>

## Academic Intervention Practices

<table>
<thead>
<tr>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>
### PBIS Interventions Utilized

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for Alternative Placement</td>
<td>Motivation Scale</td>
</tr>
<tr>
<td>Assessment for EMD (emotional)</td>
<td>Parent Conference</td>
</tr>
<tr>
<td>Behavior Contracts</td>
<td>Phone Calls Home</td>
</tr>
<tr>
<td>Behavior Intervention Plan</td>
<td>Referral to Outside Agency or</td>
</tr>
<tr>
<td>Behavior Plan</td>
<td>Significant Identifiable Emotional</td>
</tr>
<tr>
<td>Bully Proofing</td>
<td>Social/Academic Instruction Groups</td>
</tr>
<tr>
<td>Character Education</td>
<td>Specific Learning Disability</td>
</tr>
<tr>
<td>Check In/Check Out</td>
<td>Staff Mentor</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>Student Discipline Code Handbook</td>
</tr>
<tr>
<td>Coordination of Outside Agency</td>
<td>Student Discipline Services</td>
</tr>
<tr>
<td>Crisis Intervention Plan</td>
<td>Think Sheets</td>
</tr>
<tr>
<td>Crisis Threat Assessment</td>
<td>Universal-Schoolwide PBIS</td>
</tr>
<tr>
<td>District Behavior Assessment (SPED)</td>
<td></td>
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<tr>
<td>Functional Behavior Assessment (FBA)</td>
<td>Commerciually Purchased Intervention Program (Please List and Describe)</td>
</tr>
<tr>
<td>Individualized Attendance Contract</td>
<td></td>
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<tr>
<td>Individual/Small Group Award Systems</td>
<td></td>
</tr>
<tr>
<td>Individual Social Skills Instruction</td>
<td></td>
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<tr>
<td>Individual Social Work Services/School</td>
<td></td>
</tr>
<tr>
<td>Individual Sticker Charts</td>
<td></td>
</tr>
<tr>
<td>Mentoring</td>
<td></td>
</tr>
<tr>
<td>Modified School Day</td>
<td>Other:</td>
</tr>
</tbody>
</table>

#### Student passwords used for intervention computer programs:

AR (STAR) _________________________ Rosetta Stone _________________________

Compass Learning _____________________

USA TestPrep ___________________________ Other ___________________________
GPSD Student
Individualized Instructional Plan- Part B

Part B – to be completed by Parent, Student and School Officials during Alternative Placement

ADMINISTRATION DATA

PLACEMENT DATE: _______________ PROJECTED RELEASE DATE ___________

NAME OF STUDENT:
___________________________________________________________________

ADDRESS:
___________________________________________________________________________

CITY: ____________________________ STATE: __________ ZIP: ___________

DATE OF BIRTH: ____________________ SEX: ________ RACE: __________
GRADE: ________

PHONE NUMBER: HOME _______________ CELL _______________

BUS DRIVER: ___________________________ BUS # _______ LUNCH #: ________

PARENT/GUARDIAN):

NAME: ____________________________ RELATIONSHIP: ____________________

ADDRESS: ____________________________ PHONE: ______________

CITY: ____________________________ STATE: ________ ZIP: ___________

EMAIL ADDRESS: ____________________________ PHONE: __________
Part B – Continued

NAME: ___________________________________ RELATIONSHIP: ________________

ADDRESS: _____________________________________________ PHONE: _____________

CITY: _____________________________________ STATE: __________ ZIP: ___________

EMAIL ADDRESS: ______________________________ PHONE: __________

MEDICAL INFORMATION:

DOCTOR: _______________________________ CLINIC: ___________________________

ADDRESS: ___________________________________ PHONE: __________

CITY: ______________________________________ STATE: ______________ ZIP: ______

ALLERGIES:

______________________________________________________________________________

MEDICAL PROBLEMS:

______________________________________________________________________________

MEDICATION:

______________________________________________________________________________

IN CASE OF AN EMERGENCY:

NAME: ___________________________________ RELATIONSHIP: ________________

PHONE NUMBER: ______________________________

CAN THE STUDENT BE PADDLED? (CIRCLE) YES NO CALL FIRST

LIST THOSE ALLOWED TO CHECK THE STUDENT OUT

______________________________________________________________________________

______________________________________________________________________________

METHOD OF TRANSPORTATION TO THE ALTERNATIVE SCHOOL

______________________________________________________________________________

__________ SIGNATURE OF PARENT/GUARDIAN ______________ DATE ______________
**Part B – Continued**

<table>
<thead>
<tr>
<th>AS A LEARNER.............................................LEARNS BEST WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>- conversation between educator(s), learner and parents / caregivers</td>
</tr>
</tbody>
</table>

Engages most when:

Engages least when:

<table>
<thead>
<tr>
<th>INFORMATION FROM PARENTS/CAREGIVERS HOME/FAMILY INFLUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s happening at home which may affect child/students learning wellbeing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANY OTHER INFORMATION:</th>
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</table>

***Textbooks and Materials to Accompany the Student***

<table>
<thead>
<tr>
<th>Textbooks Sent Back to the School:</th>
<th>____________</th>
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</thead>
<tbody>
<tr>
<td>Initials:</td>
<td>______</td>
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### Part B – Continued

#### Student Schedule

<table>
<thead>
<tr>
<th>Current Schedule</th>
<th>Teacher &amp; Contact Info</th>
<th>Modified Schedule</th>
<th>Delivery Method</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>COMPASS LEARNING, TEACHER PACKETS, VIRTUAL SCHOOL, PLATO</td>
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<td>COMPASS LEARNING, TEACHER PACKETS, VIRTUAL SCHOOL, PLATO</td>
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</tbody>
</table>
### Part B – Continued

**IMPROVEMENT GOAL(S) AND MEASURE(S) AND REVIEW DATE(S)**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure</th>
<th>Review Date</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

I agree to fully participate in the intervention program as outlined above.

__________________________________________
Student Signature

__________________________________________
Parent Signature

__________________________________________
Teacher Signature

__________________________________________
Teacher Signature

__________________________________________
Director Signature
Part B – Continued

(COMPLETED UPON ARRIVAL)

SIGN COPY OF RULES AND PROCEDURES

TURNED IN REQUIRED SUPPLIES:

1. Pack of pencils
2. Pack of erasers
3. Pack of paper
4. Box of tissue
5. Pocket folder
Instructions for Reporting to Alternative School

(An adult must accompany the student)

1. Make an appointment with your home school principal to have an in process meeting in order to complete the following tasks:
   a. Pick up all classroom books. (Alternative School does not have books)
   b. Pick up make-up assignments.
   c. Make changes to student schedule. (if needed)
   d. Obtain the email addresses of all assigned teachers. (Will be used by the student to communicate with the teachers concerning assignments)
   e. Obtain all passwords for any computer programs used.
   f. Discuss transportation issues.
   g. Complete the in processing briefing and sign necessary forms.

2. Obtain the required items listed below:
   a. Pack of pencils
   b. Pack of erasers
   c. Pack of paper
   d. Box of tissue
   e. Pocket folder

3. Make an appointment to visit the Alternative School. (Optional, 662-455-8989)

4. If you have any questions call Dr. Lorita Harris-Dorsey at 662-455-8989.
Parent Request for Voluntary Placement

I AM REQUESTING THAT MY SON/DAUGHTER:
_______________________________________________ ATTEND THE GREENWOOD
ALTERNATIVE SCHOOL AS AN ALTERNATIVE TO THE REGULAR
SCHOOL SETTING. REASON FOR PLACEMENT:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

_______________________________________                                  ___________________
PARENT/GUARDIAN SIGNATURE                                                  DATE

_______________________________________        ___________________
PARENT/GUARDIAN SIGNATURE      DATE
# Early Release Evaluation Form

**Student Name** ________________________________________________________________

**Teacher Name** ________________________________________________________________

**Class** __________________________________________________

<table>
<thead>
<tr>
<th>Class Performance</th>
<th>Outstanding</th>
<th>Very Good</th>
<th>Acceptable</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Punctuality</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Preparation for class</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Respect for Others</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Adherence to rules</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Overall Performance</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Comments on Performance:**

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**Would you recommend an early release from alternative school?**

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**Signature** ________________________________

**Date** __________________________
**Alternative School Lunch Form**

Choice 1 ___________________________________________________

Choice 2 ___________________________________________________

Choice 3 ___________________________________________________

Milk: ch – chocolate, cc – cookies & cream, w – white, st – strawberry,

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Choice 1</th>
<th>Choice 2</th>
<th>Other</th>
<th>Milk</th>
<th>Pay</th>
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</thead>
<tbody>
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</tbody>
</table>

Totals
# Alternative School Student Assignments

Student _____________________________________  Week of _________________________

Teacher _____________________________________  Subject __________________________

<table>
<thead>
<tr>
<th>Monday</th>
<th></th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Tuesday</th>
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<table>
<thead>
<tr>
<th>Wednesday</th>
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<table>
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<th>Thursday</th>
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<table>
<thead>
<tr>
<th>Friday</th>
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</table>

Comments ____________________________________________________________________

_____________________________________________________________________________

Teacher Signature ____________________________________________________________
# Check In/Check Out Tracker

**Name** ___________________________________________

**Week of** __________________________________________

**GOAL:** 1 __________________________________________

2 __________________________________________

3 __________________________________________

**Mentor** __________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>2nd Period</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>3rd Period</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>4th Period</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>5th Period</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>6th Period</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>7th Period</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>8th Period</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

2 = Great job!  1 = Fair effort  0 = Did not meet goal

**My point goal:**

**Total points earned:**

CHECK-IN SIGNATURE

CHECK-OUT SIGNATURE

PARENT SIGNATURE
TIPS for Providing Feedback

1. Things to say at check in…
   - Wow! You brought back your CICO Report signed!
   - You’re here on time again -Great!
   - Looks like you’re all set to go
   - It’s great to see you this morning
   - Looks like you’re ready for a good day
   - You’re off to a good start
   - You look so nice this morning
   - You look happy to be here this morning
   - I like the way you said “good morning”
   - Thanks for coming to check in
   - Sounds like you had a good weekend
   - We missed you yesterday (if student was absent), nice to see you today

2. Things to say at checkout…
   - You had a great (awesome, terrific, etc.) day!
   - You’re right on target
   - Your mom/dad is going to be so proud of you
   - You’re really working hard!
   - You are such a good student
   - You made your goal- wow!
   - Looks like today didn’t go so well- I know you can do it tomorrow
   - I know it was a tough day- thanks for coming to check out
   - We all have bad days once and awhile- I know you can do it tomorrow
   - You look a little frustrated- what happened? *
     *If a student looks upset take a few minutes to “just listen”
   - Looks like you were having some trouble today. I know you can turn it around tomorrow.

Typical Problems and Solutions

1. The student forgets to “check in” - This is very common, especially for younger students. If the student arrives, and forgets to check in, send for the student. It is important that the student checks in. If the problem becomes consistent (2-3 days per week), contact ______________________________________

2. The student loses the chart - Provide verbal reminders to the student to “remember your chart”. Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card (in your package).

3. The student “loses” the card if they are having a bad day - If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the previous ratings, record on the new card. Keep the card with you for the rest of the day, and check with his/her other teachers for the ratings and feedback.

4. The student arrives late to school - Start when the student arrived.

5. The student becomes angry, and throws the card or rips it up - Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check out at the end of the day if possible.
Alternative School Handbook Acknowledgment

We acknowledge that we have received a copy of the Greenwood Alternative School Handbook and understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences.

Print name of student __________________________________________________

Signature of student ____________________________________________________

Print name of parent/guardian ___________________________________________

Signature of parent/guardian ____________________________________________

Date: __________________________________

School: ________________________________

Grade level: ____________________________

**Please sign this page, remove it, and return it to the Alternative School.

Thank you.