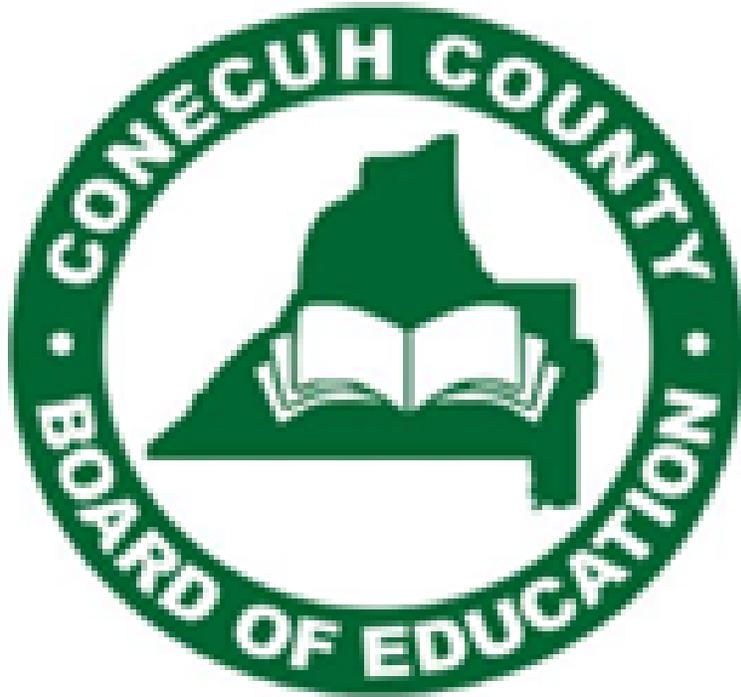


Conecuh County Schools Student Handbook



2024-2025

1455 Ted Bates Road,
Evergreen, AL 36401
(251) 578-1752

Dr. Tonya Bozeman, Superintendent

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Mr. Tim Covin, Board Member District 1

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Mr. Johnny Brock, Child Nutrition Director (251) 578-1752, Ext. 1205 johnny.brock@conecuk12.com	Mrs. Cathleen McQueen, CNP Bookkeeper & Board Receptionist (251) 578-1752, Ext. 1207 cathleen.mcqueen@conecuhk12.com
Mrs. Terra Simmons Project Aware and Counseling Services Coordinator (251) 578-1752, Ext. 1212 terra.simmons@conecuhk12.com	Mrs. Odessa Wallace Parent Project Facilitator (251) 578-1752, Ext. 1217 odessa.wallace@conecuhk12.com
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School Leaders

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(251)-966-5411

Mr. Warrick Maye, Principal
warrick.maye@conecuhk12.com

Evergreen Elementary School

(251)-578-2576

Mr. John Brantley, Principal
john.brantley@conecuhk12.com

Genesis Innovative School

(251)-578-5291

Mrs. Mary Ann Danford, Principal
maryann.danford@conecuhk12.com

Hillcrest High School

(251)-578-1126

Dr. William Hines, Principal
william.hines@conecuhk12.com
Ms. Paula Simpson, Assistant Principal
paula.simpson@conecuhk12.com

Lyeffion Junior High School

(251)-578-2800

Mr. Terries Lett, Principal
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Repton Junior High School

(251)-248-2960

Mr. Tommy Dukes, Principal
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Southside Preparatory Magnet Academy

(251)-578-7072

Mr. Jarrod Thomas, Program Principal
jarrod.thomas@conecuhk12.com

Thurgood Marshall Middle

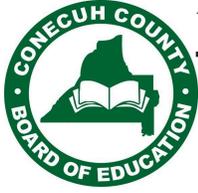
(251)-578-2866

Mr. Dereke Pugh, Principal
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Workforce Development Center

(251)-578-7077

Ms. Briana Hall, CTE Director
briana.hall@conecuhk12.com



Welcome to Conecuh County Schools

Message from the Superintendent Dr. Tonya Bozeman

Dear Students and Parents,

We made it to another school year! Speaking of newness, I have news to share. Conecuh County Schools received news of accomplishments in 2023-2024! Our 3rd grade was 88% proficient on their ACAP reading subtest. Great job to everyone here! This is an amazing accomplishment, but third grade wasn't the only ones flying high.

Last year, Repton Junior High School broke barriers and was one of 25 schools state-wide recognized as a School Performance Legislative Awardee for the highest improvement in the state of Alabama. AND, this same award was received by Conecuh County Junior High School in 2023.

We were recently notified that we received another \$135,000 grant for an OSR Pre-K program. Early beginnings make for happy endings. Evergreen Elementary School is now able to serve 18 times 3 students - 3 classrooms of 4-year olds.

Elementary schools were not the only ones with notoriety. Hillcrest High School became the only school in our area to offer dual enrollment Biology 103. We have been offering dual enrollment classes in other subjects such as ENG101 and MA112 for a few years. Our students now have access to one more. That means students will be ahead when they enter college with fewer courses to complete to graduate.

Middle schools are setting the tone for excellence and competing in new arenas. Our first debate team is right around the corner and a continuation of international inquiry in Model United Nations at TMMS. Let's not forget that we are full STEAM ahead at the magnet program at SPMA. We are preparing students to be critical thinkers and problem-solvers in a rapidly evolving world. These programs foster creativity and collaboration, ensuring that students are equipped with the skills they need for future success.

Boom! I want to dunk the ball! Folks, if this doesn't make you proud then something is wrong! THIS is outstanding!!! What is also outstanding outside of academics, our Hillcrest High School Jaguar basketball team is wearing 3A Championship rings, and some of us are wearing championship pendants. I believe they can do it again!

The 2024-2025 school year will be an equally wonderful year. We are approaching a MILLION DOLLARS in the general fund, and we are investing close to eight MILLION in new construction of a state-of-the-art track and softball field. ALL of the eight million is for our school district's

progress expansions, and what is even more impressive is it will be built and completed with no debt. Our students will make memories and win championships on Jaguar Drive.

Our students at Workforce development are leading the state in workforce education! Aside from the seven CTSO programs, we are ecstatic to add cosmetology/barbering this year. If you need a fresh haircut, you might be able to sit in the chair. And another big moment for CCS and WDC is the advancement of STEM. Robotics, drones, and podcasts are in the forecast.

Additionally, I am impressed with our confident, diverse, and innovative learners. We are bragging on our state JAG officers, and we know more are on the way. These students are leading other students in the state of ALabama and making their mark in the world. I KNOW our students want more out of their high school experience, and they are destined to MAKE IT HAPPEN! That is due to great leadership.

Bravo to our principals for finding their own creativity to lead their school programs. They are making these schools their own. And please, don't forget about the teachers and paras. To say they are working is an understatement. Everything about the classes they are teaching will be available at a click. No more questions about what standards are being taught, the instructional material will be available to you. A link will be shared soon.

I can go on a little further to talk about counseling, peer helper, and social services. These past couple of years, we have received grants from ADPH, Youth Tobacco Prevention grant, and PEER Helpers for character supports and counseling. We will be present and visible for our students as they grow and learn to navigate life. We will be intentional about the work. Also remember, if you have an objection to a counseling lesson or a counseling class, those programs are optional. Complete the opt-out form for your child to be excused.

Much more is happening in Conecuh County Schools, and I could continue, but I'm going to hit the brakes like our zero-deficiencies transportation department and refuel like our child nutrition department does for our students with nutritious meals to support their learning and growth. It is a blessing to work in Conecuh County Schools. I am so grateful for our progress, and it starts and ends with the 250 colleagues I work with across our 9 campuses and offices. Please show your appreciation for them when you see them. Let them know you appreciate the work they put into educating your children. A little bit of love will cover a multitude of stress. From the youngest to the oldest students - thank you for being your best selves each day. Continue to be Conecuh prideful and Conecuh strong!

Dr. Tonya Duker-Bozeman
Superintendent
Conecuh County Schools
Advance Forward. Move Higher.

CONECUH COUNTY SCHOOLS



MISSION: Our mission is to create a culture of confident, diverse, and innovative learners in high-quality educational settings. We will advance forward and move higher toward a climate that encourages continuous growth and prepares learners to reach their fullest potential to excel in college, career, and life.

VISION: Conecuh County strives to inspire a community of learners by unlocking their unlimited potential to discover, grow, and lead the future.

MOTTO: Making It Happen!

BELIEFS

L	Learner-centered environments
E	Excellence (in academics, safety, finance, and learner development)
A	Academic Achievement
R	Respect for Diversity
N	Narrators of our future
I	Innovative
N	Network with stakeholders
G	Growth Mindset and Potential

INTRODUCTION

The Conecuh County Board of Education has adopted the following disciplinary and academic standards for students enrolled in Conecuh County Schools. These standards aim to maintain an overall positive school environment and atmosphere that enhances student and teacher morale and increases parental and public support for our schools. A uniform code of conduct for students is essential to pursuing academic excellence so students may have meaningful learning experiences. Students' learning experiences are enhanced through a positive environment, free from disruptions and distractions.

This handbook for students includes selected policies of the Conecuh County Board of Education. A complete copy of the Board Policies is located in each school's principal's office and on the CCS website.

PRIVACY AND PROPERTY RIGHTS

Federal and state laws provide people with reasonable expectations of privacy and freedom from unreasonable search and seizure of property. This freedom is limited and must be balanced by the school's responsibility to protect the health, safety, and welfare of all students. Students may maintain the privacy of their personal possessions unless appropriate school personnel have reasonable suspicion that a student possesses any object or material that is prohibited by law or Conecuh County Board of Education policy.

STUDENT GRIEVANCE PROCEDURE

Students will be assured the opportunity for an orderly presentation and review of grievances at the most immediate level of supervision, from the teacher to the school principal. If local school personnel cannot resolve a student grievance, the student may contact the Conecuh County Board of Education.

NONDISCRIMINATION POLICY

It is the official policy of the Conecuh County Commission on Education that no student be denied access to any educational programs or services because of race, sex, national origin, religion, creed, age, color, handicap, no-English speaking ability, immigrant or migrant status, homeless status, or disadvantaged condition. It provides equal access to the Boy Scouts and other designated groups. Anyone wishing to file a complaint or have any questions about this policy may contact Conecuh County Board of Education, 1455 Ted Bates Road, Evergreen, AL 36401. Phone: 251-578-1752.

CHILD NUTRITION

The Conecuh County Board of Education participates in the Community Eligibility Provision(CEP), therefore, all Conecuh County students receive all meals free of charge. This includes breakfast, lunch, after school snacks and summer meals.

SPECIAL EDUCATION

To the maximum extent appropriate, children with disabilities ages three to twenty-one must be educated with children who are not disabled. The nature or severity of some disabilities is such that special education and related services are necessary. Students determined to have a disability and needing specially designed instruction may be eligible for special education and related services in one or more of the thirteen areas of disability. The Conecuh County Board of Education is committed to providing appropriate programs and services for children with disabilities by Alabama Administrative Code 290-8-9. Parents or guardians should contact their child's teacher, principal, counselor, or Ms. Rita Young, Special Education Coordinator, Conecuh County Special Education Program, 1455 Ted Bates Road, Evergreen, AL 36401. Phone: 251-578-1752 ext. 4007.

CHILD FIND

The Conecuh County Special Education Program seeks to locate children with disabilities ages 0-21 within the Conecuh County School District. The system also seeks to find gifted and talented students, specializing in 2nd-grade students. Parents should contact Ms. Rita Young, Special Education Coordinator, at 1455 Ted Bates Road, Evergreen, Alabama 36401. Phone: 251-578-1752 ext. 4007

GIFTED EDUCATION

Gifted students are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, economic strata, and all areas of human endeavor.

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may make a student referral. Additionally, using a gifted behavior checklist, all second-grade students will be observed as potential gifted referrals.

Information is gathered on aptitude, characteristics, and performance for each student referred. The information is entered into a matrix, assigning points according to established criteria. The total number of points earned determines whether the student qualifies for gifted services.

Contact the teacher, principal, or counselor at your child's school to make a referral.

PROGRAM ACCESSIBILITY

The Conecuh County Board of Education shall, in compliance with Section 504 Rules and Regulations, provide accessibility to services offered by non-disabled individuals for qualified disabled persons.

FEDERAL PROGRAM - 504 COMPLIANCE

It is the official policy of the Conecuh County School System that no person shall, on the grounds of race, color, disability, sex, religion, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment. For additional information, parents or guardians should contact their child's teacher, principal, counselor, or the 504 Coordinator, LeAnn Smith, Conecuh County Federal Programs, 1455 Ted Bates Road, Evergreen, AL 36401. Phone: 251-578-1752 ext. 4003.

HOW TO RESOLVE AN ISSUE AT YOUR SCHOOL

It is the goal of each teacher, administrator, and support person in Conecuh County Schools to provide a safe and positive environment in which students can learn. Occasionally, situations arise that cause misunderstandings or miscommunications between the school and the parent or guardian. Please make every attempt to resolve the problem at the local school using the following procedures:

1. Talk with your child's teacher first. Teachers are responsible for students all day and may not leave class for a conference, so please call the school to make an appointment to see the teacher. Teachers may meet with parents during planning periods, before or after school.
2. If your issue still needs to be resolved with the teacher, please call and schedule a conference with the principal. Principals are the school's administrators, and they make final decisions.
3. If you believe you need to talk with someone else, you may call the central office and ask to speak with a supervisor, who will attempt to resolve any issues. Please make good-faith attempts to resolve all problems at the school level first.

Principals, teachers, and support personnel are trained to ensure the safety of all children on Conecuh County Schools campuses. Any threats or perceived threats to the safety and security of either school personnel or the children they serve will be considered serious and treated as such.

All visitors to Conecuh County Schools campuses must first sign in at the school office and receive a visitor's pass. No person may be on campus without the permission of the administrator. The principal of each school is authorized to develop additional rules and procedures consistent with Conecuh County Schools' policies that will provide for increased security and safety for students and promote a positive learning environment. Local school rules, regulations, and a student's procedures are generally available at the beginning of the year in the school's handbook and website. Conecuh County Schools Student Handbook is a system-wide publication intended to provide additional communication from the school to the home. Board policies may be revised at any time during the school year. If the board revises and adds or changes any board policies, the updated policies will be in effect and posted on the CCS website.

PARENT-FAMILY ENGAGEMENT POLICY

The Conecuh County School System has a System-wide Parent and Family Plan developed jointly, agreed on, and distributed to parents of children participating in Title I, Part A programs. The plan is reviewed and revised annually. The District Advisory Council meets yearly to review the plan and determine if revisions are needed. The Conecuh County School System will make the plan available to parents upon request. The plan is also available for review on the system website.

The principal of each school is authorized to develop additional rules and regulations consistent with the policies, rules, and regulations of the Conecuh County Board of Education, which may be necessary to govern the conduct of students under his/her supervision.

- Student conduct in all school activities shall be governed by all applicable Federal and State laws, local ordinances, the policies, rules, and regulations included in the Conecuh County Schools Student Handbook, and other policies adopted by the Conecuh County Board of Education.
- The school principal shall notify appropriate law enforcement officials when a person violates local board of education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person. The principal is authorized to sign the appropriate warrant if any criminal charge is warranted. If a person is a student, the local school system shall immediately suspend that person from attending regular classes and schedule a hearing within five days.
- Suppose a person is found to have violated a local board of education policy concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person. In that case, the person may not be readmitted to the public schools until criminal charges, if any, have been disposed of by appropriate authorities and the person has satisfied all other requirements imposed by the local board of education as a condition for readmission.

RESPECT FOR PERSON, PRIVACY AND PROPERTY

Student Responsibilities

- To abide by laws, the local board of education, and individual school rules and policies regarding respect for person, privacy, and property.
- To respect the recognized privacy rights of others.
- To attend school and related activities without bringing items prohibited by law or local board of education policy or which detract from the educational process.
- To respect the property rights of those at school and the general public.

Student Rights Are:

- To be informed of laws, local board of education, and individual school rules and policies regarding respect for person, privacy, and property.
- Students are expected to retain the privacy of their personal possessions on their person, in lockers, or in vehicles unless school personnel has reasonable suspicion to believe the student possesses any item prohibited by law or local board of education policy.

KNOWLEDGE AND OBSERVATION OF RULES OF CONDUCT

Student Responsibilities

- To abide by laws, local board of education, and individual school rules and policies regarding rules of conduct.
- To document receipt of the code of student conduct with their signature.
- Students are required to notify their parents or guardians of ALL written communications from the school. Failure to do so may result in disciplinary action.

Student Rights Are:

- To be informed of laws, local board of education, and individual school rules and policies regarding rules of conduct.
- To be informed of the specific grounds of the violation(s) of the local board of education's code of student conduct.

THE RIGHT TO LEARN

Student Responsibilities

- To abide by laws, local boards of education, and individual school rules and policies regarding the right to learn.
- To take advantage of appropriate opportunities provided for learning. To avoid hindering the teaching process.
- To seek assistance, if needed, to aid learning.
- Obedience to rules regarding attendance, conduct, free speech, student publications, assembly, privacy, and participation in school programs and activities.

Student Rights Are:

- To be informed of laws, the local board of education, and individual school rules and policies regarding the right to learn.
- To be provided a safe school environment free of illegal drugs, alcohol, or weapons.
- To be provided with appropriate instructors, instruction, materials, and equipment to take advantage of the opportunity to learn.
- To be provided with the opportunity to express concerns regarding the school's operation.

FREE SPEECH

Student Responsibilities

- To abide by laws, the local board of education, and individual school rules and policies regarding free speech. To be courteous of the views of others.

Student Rights Are:

- To be informed of laws, the local board of education, and individual school rules and policies regarding free speech.
- To express disagreement constructively, taking into account the rights of others and being consistent with the established education process.

STUDENT PUBLICATIONS

Student Responsibilities

- To abide by laws and local board of education and individual school rules and policies regarding student publications.
- Communicate respectfully and consistently with good education practices and seek accurate and complete information on the topics approved for publication.
- To observe the accepted rules for responsible journalism under the guidance of faculty members

Student Rights Are:

- To be informed of the local board of education and individual school rules and policies regarding student publications.
- To participate, as part of the educational process, in developing and distributing student or school publications consistent with that process.

ASSEMBLY

Student Responsibilities

- To abide by laws, local board of education, and individual school rules and policies regarding assembly.
- To seek approval, plan, and conduct meetings consistent with local boards of education rules.

Student Rights

- To be informed of laws, local boards of education, and individual schools' rules and policies regarding programs and activities.
- To assemble lawfully for a lawful purpose with prior approval by local school board officials.

PARTICIPATION IN SCHOOL PROGRAMS AND ACTIVITIES

Student Responsibilities

- To abide by laws, the local board of education, and individual school rules and policies regarding school programs and activities.
- To be courteous and responsible at all school programs and activities.
- To complete assignments related to their participation in school programs and activities.

Student Rights

- To be informed of laws, the local board of education, and individual school rules and policies regarding school programs and activities.
- To develop or participate in student programs and activities consistent with the local board of education and individual school policies.
- To seek office in any student organization.

FACULTY RESPONSIBILITIES

1. The administration will support teachers in their efforts to teach good citizenship by demanding proper respect from students for the teacher.
2. Teachers should be reasonable in their demands but should not tolerate behavior that is disrespectful, boisterous, rough, and violent outbursts of language and temper on the part of the students.
3. Each classroom teacher will deal with general classroom disruption by taking in-class disciplinary action, making a personal call to the parent(s) or guardian when feasible, and/or scheduling conferences with the parent(s) or guardian and other school staff. The student should be referred to the principal or their designee only when the teacher's action is ineffective, or the disruption is severe.
4. Teachers should notify parent(s) or guardian(s) when students exhibit poor work habits or attendance. In addition, these students should be referred to guidance services.
5. If a teacher cannot control any student or group of students or feels he/she needs aid in controlling any student, it shall be his/her obligation to report this to his/her principal.
6. Any disciplinary work assignments should be scheduled so as not to infringe upon instructional time.

COUNSELOR RESPONSIBILITIES

Counselors in all schools integrate the elements of a comprehensive developmental guidance program that includes individual, small group, and large group activities into the total instructional program. Students participate in activities that aid their academic, career, and personal/social development. Students, teachers, and parents can access guidance counselors for consultation, assessment, referrals, and/or other related guidance services.

CONECUH COUNTY SCHOOLS' CODE OF CONDUCT

IT'S THE LAW

The Code of Conduct and related behavior and discipline policies adopted by the Conecuh County Board of Education will serve as guidelines for determining inappropriate behavior.

1. Inappropriate student conduct or behavior may result in suspension from school.
2. Suspensions will be reported to the Superintendent and District Attorney.
3. On the student's third or subsequent suspension from school, the parent will be subject to prosecution by the District Attorney under Section 16-28-12, Act 94, of the Code of Alabama. A parent may be referred to the District Attorney's Office on a student's first or second suspension if, in the opinion of the superintendent of education, the offense committed by the student warrants such action.

To ensure that parents are informed of their school-related responsibilities, the State Board of Education has mandated that parents receive notification that addresses civil liabilities and criminal penalties for violence and misbehavior by students on school property or against school employees. The Law is provided to advise you of those school-related civil liabilities and criminal penalties. You are encouraged to read and retain the document for future reference.

Attendance and Conduct (Act 94-782; Alabama Code 16- 28-12)

Each parent/guardian or other person having control or custody of a child required to attend school who fails to enroll the child, regularly attend school, or compel the child to properly conduct himself/herself as a pupil in accordance with the written policy on school behavior adopted by the local board of education shall be guilty of a misdemeanor (may be fined up to \$100 and may be sentenced to hard labor for up to 90 days).

School Discipline (Alabama Code 16-28A-1)

Teachers are hereby given the authority and responsibility to use appropriate means of discipline, up to and including corporal punishment, as may be prescribed by the local board of education. So long as teachers follow approved policy in exercising their responsibility to maintain discipline in their classroom, such teachers shall be immune from civil or criminal liability.

Teacher Bill of Rights(SB157)

The Teacher Bill of Rights requires schools to take action against a student who disrupts class to the point that the teacher sends the child out of the classroom. Before the student can return to the teacher’s class, the principal must give written notification about what type of disciplinary action was taken.

Teacher Assault (Act 94-794; Alabama Code 16-124)

A person commits the crime of assault in the second degree (Class C felony) if the person assaults with intent to cause serious physical injury to a teacher or an employee of a public educational institution during or as a result of the performance of his or her duty.

Drug Dealing (Act 94-783; Alabama Code 6-5-72)

A person who unlawfully sells, furnishes, or gives a controlled substance to a minor may be liable for injury or damage or both suffered by a third person caused by or resulting from the use of the controlled substance by the minor if the sale, furnishing, or giving of the controlled substance is the proximate cause of the injury or damage.

Drugs, Alcohol, Weapons, Physical Harm, or Threatened Physical Harm (Act 94-784; Alabama Code 16-1-24.2; Alabama Code 16-1-24.1)

1. The school principal shall notify appropriate law enforcement officials when a person violates local board of education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened harm to a person.
2. The principal is authorized to sign the appropriate warrant if any criminal charge is warranted.
3. If that person is a student, the local school system shall immediately suspend that person from attending regular classes and schedule a hearing within five school days.
4. Suppose a person is found to have violated a local board of education policy concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person. In that case, the person may not be readmitted to the public schools until criminal charges, if any, have been disposed of by appropriate authorities and the person has satisfied all other requirements imposed by the local board of education as a condition for readmission.

Weapons in Schools (Act 94-817; Alabama Code 13-A-11- 72)

1. No person shall knowingly, with intent to do bodily harm, carry or possess a deadly weapon on the premises of a public school. Possession of a deadly weapon with the intent to do bodily harm on the premises of a public school or school bus is a class C felony.
2. **Note-** Deadly weapons include but are not limited to a hand grenade, explosive, or incendiary device; a pistol, rifle, or shotgun; a switchblade knife, gravity knife, stiletto, sword, or dagger; or any club, baton, billy-jack, bludgeon, or metal knuckles.

Possession of Weapons and Firearms by Students

It shall be a violation of Board policy for any student to have a firearm or weapon in his/her possession at any place in the school system during regular school hours or any school function or activity. This policy is to comply with Public Law 103-382, “Improving America’s Schools Act of 1994”, Part F, Section 14601, Gun-Free Requirement (Gun-Free Schools Act/GFSA). For the GFSA, a “weapon” means a firearm as defined in Section

921 of Title 18 of the United States Code.

According to Section 921, the following are included within the definition:

1. Any weapon that will or is designed to or may readily be converted to expel a projectile by the action of any explosive
2. The frame or receiver of any weapon described above
3. Any firearm muffler or firearm silencer
4. 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, fireworks/pyrotechnics of any class, mine, or similar device
5. Any weapon that will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant and has any barrel with a bore of more than one-half inch in diameter.
6. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled

Additional forbidden items shall include, but not be limited to, the following:

1. Knives
2. Openers
3. Metallic knuckles
4. Tear gas gun
5. Chemical weapon or device
6. Double/triple/quadruple rings which are attached or connected in such a fashion that they may be used as a weapon
7. Any items which may be used as clubs
8. All sharp or pointed objects are designed for use as a weapon or any other weapon, instrument, or object.

Any student who is determined to have brought a weapon as defined in this policy to school or to have in his/her possession in a school system building, on school system property, on a school bus, or at a school-sponsored function or activity and found in violation of the policy will be:

1. Placed on immediate suspension from school.
2. Subject to a disciplinary hearing with final disciplinary action determined by the Board of Education.
3. Expulsion from the school system for no less than one calendar year; provided, however, that the Board of Education, in appropriate cases, may apply sanctions less severe than expulsion for one calendar year; and provided, further that such students may be expelled from the regular school setting and provided educational services in an alternative education setting.

The school principal shall notify the superintendent or his/her designee of violations of this policy. Furthermore, the principal shall report suspected violations to the appropriate law enforcement authority, including city/town police, the Conecuh County sheriff, and the Conecuh County district attorney. In addition, the school principal shall notify the parents of students who violate this policy. Any student determined by school authorities to have brought a weapon or firearm as defined above shall be referred to the criminal justice or juvenile court system.

Students with disabilities who violate this policy shall be disciplined on a case-by-case basis in accordance with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

Possession of Weapons and Firearms by Parents/Guardians and Other Persons

Parents/guardians and other persons are prohibited from bringing firearms or other weapons on school system property at any time or to any school system function or activity. Items forbidden shall include, but not be limited to the following: any weapon which will or is designed to or may readily be converted to expel a projectile by the action of any explosive, the frame or receiver of any weapon described above, any firearm muffler or firearm silencer, 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, fireworks/pyrotechnics of any class, mine, or similar device), any weapon which will, or which may be readily

converted to, expel a projectile by the action of any explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled, knives, openers, metallic knuckles, tear gas gun, chemical weapon or device, double/triple/quadruple rings which are attached or connected in such fashion that they may be used as a weapon, explosive devices including fireworks of any description, any items which may be used as clubs, all sharp or pointed objects designed for use as weapons, or any other weapon, instrument or object.

Authorized law enforcement personnel are excluded from the provisions of this policy.

Parents/guardians and other persons found in violation of this policy will be:

1. Placed on immediate suspension from visitation or attendance at any school, school system function, or activity.
2. Referred to appropriate law enforcement or criminal justice authorities.

Vandalism (Act 94-819; Alabama Code 6-5-380)

The parents, guardians, or other person having control of any minor under the age of 18 with whom the minor is living and who has custody of the minor shall be liable for the actual damages sustained to school property, plus the court costs caused by the minor's intentional, willful, or malicious act.

Pistol Possession/Driver's License (Act 94-820; Alabama Code 16-28-40)

Any person over the age of 14 who is convicted of the crime of possession of a pistol on the premises of a public school or a public school bus shall be denied issuance of a driver's license to operate a motor vehicle for 180 days from the date the person is eligible and applies for a permit or license. If a person over age 14 possesses a driver's license on the date of conviction, the license will be suspended for 180 days.

Drop-Out/Driver's License (Act 94-820, which amended Act 93-368 as codified in section 16-28-40, Code of Alabama 1975; Alabama Code 16-28- 40 through 16-28-45)

The Department of Public Safety shall only allow a driver's license or learner's permit to anyone under 19 who is enrolled or has received a diploma or certificate of graduation. Exceptions are students who are enrolled in a GED program, are enrolled in a secondary school, are participating in an approved job training program, are gainfully employed, are a parent of a minor or unborn child, or are the sole source of transportation for the parent.

Charles "Chuck" Poland Act (Act 2013-347, §§1, 2.) Trespass on a school bus in the first degree.

A person commits the crime of trespass on a school bus in the first degree if he or she is found guilty of doing any of the following:

- A. ***Intentionally demolishing, destroying, defacing, injuring, burning, or damaging any public school bus.***
 1. Entering a public school bus while the door is open to load or unload students without a lawful purpose, while at a railroad grade crossing, or after being forbidden from doing so by the authorized school bus driver in charge of the bus, or upon demand of a principal of a school to which the bus is assigned or other duly authorized school system official.
 2. As an occupant of a public school bus, refusing to leave the bus on demand of the authorized school bus driver in charge of the bus or upon demand of a school principal to which the bus is assigned or other duly authorized school system official.
 3. Intentionally stopping, impeding, delaying, or detaining any public school bus being operated for public school purposes with the intent to commit a crime therein.
- B. ***The crime of trespass on a school bus in the first degree is a Class A misdemeanor.***
- C. ***Subdivisions (2), (3), and (4) of subsection (b) do not apply to a child who is less than 12 years of age or to authorized school personnel who are boarding the school bus as a part of their job assignment.***

JURISDICTION OF THE BOARD OF EDUCATION

Students enrolled in the Conecuh County School System are subject to the policies of the Conecuh County Board of Education and to the school's rules and regulations.

This authority applies to all school-sponsored activities, including, but not necessarily limited to, the following:

1. Transportation on school buses
2. Field trips
3. Club or organization meetings
4. School-sponsored events
5. School groups representing the school system in educational events

All school rules and regulations pertain to automobiles driven or parked on school property. School authorities can search any motor vehicle parked on school property if reasonable cause is given. School officials can have any vehicle towed from campus if the owner or student driver refuses to remove it from campus when requested.

SCHOOL BUS SERVICES

Bus drivers will run their routes so that they arrive at their home school no earlier than 7:35 a.m. Buses that serve feeder schools will arrive at those schools at a time necessary for them to arrive at their home school at the proper time.

1. Except in unusual circumstances, established school bus stops shall be at least two—tenths (2/10) of a mile apart. A newly established retrace or spur route must be at least two-tenths of a mile, one way.
2. A school bus may not travel on a road that is not open to public traffic or maintained by the federal, state, county, or city government.
3. School bus stops will be located so that vehicle traffic will have a clear, unobstructed view for a minimum distance of one hundred yards in both directions.
4. Bus drivers will be provided with written directions to the home of each new student to be placed on their bus prior to picking up students on the morning route.
5. Students can only ride a bus home from school on the day of enrollment. The student must first be picked up at home on a morning route to allow the driver to learn each new stop. This procedure will help ensure students' safe and accurate delivery and enable them to recognize their bus and driver before departure.
6. The principal will approve bus passes upon receipt of a written request from the parent or legal guardian. Phone calls for bus passes will only be accepted in emergencies, as determined by the principal.
7. Bus passes will not be issued for groups of students to ride to another stop other than their own.
8. Bus routes will not be altered to accommodate babysitters or daycare centers. Students may ride to these locations if a bus provides access to these sites.
9. If a student gets on a bus that does not pass their home, the driver will return the student to school.
10. Students who do not normally ride the bus will only be allowed to ride the bus with written notification from the principal (reserved for emergencies only).

GENERAL STUDENT TRANSPORTATION POLICIES & RULES

The driver is in charge of the school bus in the same manner a teacher is in charge of a classroom. The bus is considered an extension of the classroom. Students shall conduct themselves in an orderly and respectful manner. Poor conduct is neither tolerated in the classroom nor tolerated on the bus. Failure to do so endangers the driver and students.

- ***RIDING THE BUS IS A PRIVILEGE, NOT A RIGHT.***
- ***LOSS OF BUS TRANSPORTATION MAY OCCUR IF THE BUS RULES ARE NOT FOLLOWED.***
- ***ANY SUSPENSION FROM THE BUS CAN BE APPEALED. (See Suspension Appeal Form)***

MEETING THE BUS

It is the parent/guardian's responsibility to have their child at the assigned bus stop at least 10 minutes before the regular pickup time and remain there until the bus arrives.

QUESTIONS REGARDING TRANSPORTATION

1. If you have questions about the transportation process, including bus stops, bus routes, bus pick-up times, drop-off times, etc., please call the CCS Transportation Department.
2. Direct all questions or concerns related to disciplinary actions to your child's school administrative staff.
3. The driver will not have any information regarding the outcome of infractions submitted to the school office.

BUS RULES

The bus is an extension of the classroom/school. **The school administrator, transportation director, superintendent, and his/her designee are the only authorized CCS staff members who can recommend suspending students from the bus.**

The following rules apply when riding a bus:

1. The driver is in charge of the bus and students. Students must obey the driver promptly and willingly.
2. All school rules/regulations are in effect when students are on the school buses.
3. Students must board or exit the bus at their assigned bus stop. Students should refrain from requesting special consideration.
4. Students must only move toward the bus once it has stopped completely and the doors are opened.
5. Students must remain seated while the bus is in motion until the bus has come to a complete stop.
6. The bus driver is responsible for seating arrangements and may assign students to a seat. Students must sit in an assigned seat.
7. Students crossing the road after getting off the bus **should walk at least 10 feet in front of the bus** to ensure the driver sees them. **They should never walk behind the bus.**
8. Students must be quiet at all railroad crossings and road intersections.
9. The school district will hold the student or parent/guardian responsible for any damage to a school bus caused by the student. The parent will be required to make restitution.
10. Students must refrain from transporting any large item to be held in their laps. Alabama law requires that all packages, book bags, projects, band instruments, etc., transported on a bus fit under the seat. No athletic equipment will be transported.
11. Students must not throw anything from a bus window.
12. Students must keep the aisle free of feet, books, or objects that may obstruct the pathway.
13. Students will not fight, push, play, or participate in any activity that would disrupt the process of transporting students or might cause an unsafe environment.
14. Students must refrain from eating or drinking on the bus.
15. If authorized, students must **only** tamper with or exit the emergency doors or windows.
16. Students must use appropriate language. No profanity is allowed.
17. When students are suspended from riding the bus, they are not permitted to ride any CCS bus until the suspension has ended.
18. Electronic devices must not be used on the bus.
19. The playing of cards or any form of gambling on a school bus is prohibited.
20. Parents may only remove a student from a bus after the student has boarded with school approval.
21. On the bus, students will not use aerosol sprays or body products (deodorants, perfume, etc.).
22. Students shall **not** sit in the driver's seat or attempt to operate bus mechanisms.
23. Students shall not strike matches, carry lighters, or use tobacco, alcohol, or drugs on the bus.
24. Students who do not adhere to the rules are subject to disciplinary action, suspension, or expulsion.

BUS INAPPROPRIATE BEHAVIOR CLASSIFICATIONS AND CONSEQUENCES

CLASS B-I MAJOR OFFENSES:

1. Profanity/threats directed towards the bus driver
2. Tampering with emergency equipment/unauthorized use of bus emergency door or window
3. Throwing objects on/out of the bus
4. Use of tobacco or any controlled substances
5. Bullying and/or fighting
6. Possession, threat, or use of weapons, explosives, or flammables
7. Vandalism to the bus (restitution will be made)
8. Hanging out of the windows
9. Spitting out the windows
10. Sexual offense/sexual harassment

CLASS B-II MINOR OFFENSES:

1. False identification (failing to give the bus driver your name)
2. Excessive noise
3. Horseplay
4. Eating/drinking/ littering on the bus
5. Profanity, verbal abuse, harassment, obscene gestures, or possession of unacceptable material
6. Getting on/off at an unassigned stop
7. Playing cards on the bus
8. Students cannot have electronic devices on the bus before entering and/or exiting. (Note: Students may use electronic devices while en route as long as they are silenced and/or have earbud attachments.)
9. Using body products on the bus
10. Riding a bus while suspended
11. Delaying bus schedule
12. Refusing to stay seated
13. Refusing to obey driver's instructions
14. Disruptive behavior
15. Other offenses, as reported by the driver or principal

Suspension from bus transportation does not excuse the student from school attendance. The parent/guardian is responsible for ensuring students are transported to and from school.

Students MUST be responsible for their conduct while on the bus, ensuring their actions do not risk their safety or the safety of others.

The Conecuh County Transportation Department aims to provide a safe and enjoyable ride for all students.

Reporting Incidents

Students with difficulty with other students while riding the bus should report the problem to the driver as soon as possible. If the driver cannot resolve the problem, then the driver will report the incident to the school principal. The bus driver has **no** authority to administer disciplinary actions. Please contact your child's school in regard to disciplinary concerns.

Class B – Violations of Bus Rules

Class B violations (Class I II offenses) include disruptive behaviors that interfere with transporting students in Conecuh County Schools' jurisdiction. Bus drivers are expected to manage general bus disruptions and distractions. When the drivers' actions are ineffective, or the disruption is severe, they may write a bus referral for a Class B-I offense or a Class B-II offense. The referral is submitted to the school principal for disciplinary action, which could include bus suspension, out-of-school suspension, or expulsion.

Progression of Consequences for Class B Transportation Offenses

- **1st Bus Referral to School Administrator-** Warning to Student and Parental Contact*
- **2nd Bus Referral to School Administrator-** 1-day Bus Suspension*
- **3rd Bus Referral to School Administrator-** 3-day Bus Suspension*
- **4th Bus Referral to School Administrator-** 5-day Bus Suspension*
- **5th Bus Referral to School Administrator-** 10-day Bus Suspension*
- **6th Bus Referral to School Administrator-** Suspension from Bus for the remainder of school year*

*The administrator may have to deviate from the guideline due to the nature and/or severity of the incident that prompted the disciplinary action or suspension

PRIVATE TRANSPORTATION RULES

1. Students driving motorized vehicles (including motorcycles) on school campuses must show proof of liability insurance and a valid driver's license.

2. A copy of liability insurance and driver's license must be kept on file in the principal's office or designated site.
3. Students who drive a motorized vehicle to school must park the vehicle in the designated school parking lot.
4. Students must exit their vehicles and lock them immediately upon parking. They must then proceed to their classroom or designated area. No students are to assemble in the parking lot.
5. Schools that require a student to purchase a parking sticker will establish their policies regarding this matter.
6. Students may not return to their vehicles during the school day. If a student has a legitimate reason to return to the vehicle, he/she must have administrative approval.
7. The principal can revoke the privilege of driving a vehicle to the school.
8. All vehicles on school property are subject to being searched if reasonable suspicion exists that a policy is being violated.
9. Students must obey all traffic laws when operating a motorized vehicle.
10. A student who checks out during the day or when students leave at the end of the school day must immediately leave campus.

SCHOOL BUS SUSPENSION

The principal or his/her designee has the authority to deny a student the privilege of riding a school bus. Based on the student's misconduct, this denial will be for a specified period. The parent(s) will be notified of the suspension from the bus.

FIELD TRIPS

Field trips for academic enrichment may be offered as part of the curriculum. Schools will notify parents/guardians if a field trip is being planned. Schools will adhere to deadlines for submitting permission forms and/or money to participate in a field trip. Refunds will be given only if stated by the teacher/sponsor on the field trip form. If a parent transports his/her child on a field trip, the Release to Transport Student by Private Vehicle form must be signed by the parent/guardian and filed in the school office.

EXTRA CURRICULAR ACTIVITIES

Students may be offered an opportunity to participate in extracurricular activities and organizations. Extracurricular activities must meet the following criteria:

- a. The organization or activity must be approved by the school principal and must have an assigned faculty supervisor or sponsor;
- b. The organization or activity must promote or serve the intellectual, cultural, personal, or physical development of the student in a manner that is consistent with the purposes of public education, the Board's legal mandate, mission statement, policies, and regulations, and with applicable requirements of state and federal law;
- c. The organization or activity must operate under and subject to general supervision of school officials;
- d. The nature of the organization and its activities are not inconsistent with and do not interfere with instructional activities or requirements. Student participation or membership in such organization activities may be governed by the specific policies of the organization and is subject to review and approval by the principal.

NOTICE OF COMPULSORY ATTENDANCE (detailed review of Alabama State Laws)

The Board shall enroll all students residing within the school district between the ages of six (6) and seventeen (17), not otherwise receiving instruction in a private school, church school, home school, or being taught by a private tutor. Additionally, any child who is five (5) years of age on or before September 1 of that school year, lives in the school district, and wishes to attend school may do so. An accurate attendance record for every student enrolled in school shall be maintained. This record shall be kept by the classroom or homeroom teacher or other designated person in the school in the official register or through other officially approved documentation provided or approved by the State Department of Education.

Parents and guardians are responsible for enrolling their children in school and ensuring that they attend school and obey behavior policies adopted by the Board. Parents failing to enroll students and ensuring their attendance and proper behavior are subject to fines and imprisonment under state law. State law also requires that all student suspensions from school must be reported to the local district attorney.

Principals must report to the local superintendent any parent, guardian, or other person having control or custody of a child who fails to require the child to attend school, receive instruction from a private tutor, or properly conduct him/herself at school. The Superintendent or designee is required to report the violators to the district attorney within ten days.

A portion of Act 94-782 is printed below to inform parents and others of the law as it relates to them. "Act 94-782. Section 1. Section 16-28-12, Code of Alabama 1975, Is amended to read as follows:

- (a) Each parent, guardian, or other person having control or custody of any child required to attend school or receive regular instruction by a private tutor who fails to have the child enrolled in school or who fails to send the child to school, or have him or her instructed by a private tutor during the time the child is required to attend a public school, private school, church school, denominational school, or parochial school, or be instructed by a private tutor, or fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in any public school in accordance with the written policy on school behavior adopted by the local board of education pursuant to this section and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be guilty of a misdemeanor and, upon conviction, shall be fined not more than one hundred dollars (\$100) and may also be sentenced to hard labor for the county for not more than 90 days. The absence of a child without the consent of the principal or teacher of the public school he or she attends or should attend or of the tutor who instructs the child shall be prima facie evidence of the violation of this section.
- (b) Each local public board of education shall adopt a written policy for its standards on school behavior. Each local public school superintendent shall provide at the commencement of each academic year a copy of the written policy on school behavior to each parent, guardian, or other person having care or control of a child who is enrolled. A copy of this section shall be included in the written policy. The student's signature and the parent, guardian, or other person having control or custody of the child shall document receipt of the policy.
- (c) Any parent, guardian, or other person having control or custody of any child enrolled in public school who fails to require the child to regularly attend the school or tutor or fails to compel the child to properly conduct himself or herself as a pupil following the written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be reported by the principal to the Superintendent of Education of the school system in which the suspected violation occurred. The Superintendent of Education or designee shall report suspected violations to the district attorney within ten days. Any principal or Superintendent of Education or his or her designee intentionally failing to report a suspected violation shall be guilty of a Class C misdemeanor. The district attorney shall vigorously enforce this section to ensure proper conduct and required attendance by any child enrolled in public school."

ATTENDANCE AND TRUANCY POLICIES

ATTENDANCE AND CONDUCT (Act 93-672)

Parents must enroll school-age children, attend regularly, and behave properly. Those parents who do not comply are guilty of a misdemeanor. Upon conviction, they shall be fined not more than \$100 and may also be sentenced to hard labor for the county for not more than 90 days. Also, the law requires the Superintendent to inform the local district attorney of all school suspensions.

ATTENDANCE AND CONDUCT (Act 94-782)

Each parent/guardian or other person having control or custody of a child required to attend school who fails to require the child to enroll, to attend school regularly, or to compel the child to properly conduct himself/herself as a pupil following the written policy on school behavior adopted by the local board of education shall be guilty of a misdemeanor (may be fined up to \$100 and may be sentenced to hard labor for up to 90 days.)

Following the Alabama State Laws, Conecuh County Schools requires all children between the ages of six (6) and seventeen (17) to be enrolled in school. All students should attend school regularly and be punctual for all classes to receive the greatest benefit from the instructional program and to develop punctuality, self-discipline, and individual responsibility habits. School attendance shall be one factor considered in determining a student's promotion from one grade to another in any given course.

The board charges the attendance supervisor with determining appropriate sanctions against students and parents. A district-appointed Attendance Officer, also known as a Truancy Officer, provides additional support to students and parents to ensure the effectiveness of the policy.

QUALIFICATIONS FOR EXCUSED ABSENCES:

According to the Alabama State Department of Education, excused absences are as follows:

- (a) Student illness
- (b) Death in the immediate family
- (c) Emergency conditions as determined by the principal
- (d) Legal quarantine
- (e) Summons to court
- (f) Prior permission of the principal, as requested by the parent or legal guardian

ALL OTHER ABSENCES are UNEXCUSED ABSENCES and will be marked accordingly in the attendance register.

SAMPLE EXCUSE FORMAT

Today's Date: _____ Date of Absence: _____

Reason for Absence: (written statement from the parent, legal guardian, doctor*)

Phone Number: _____

(Please provide the phone number for the parent or legal guardian in case it is necessary to verify this excuse.)

Signature of Parent/ Legal Guardian/ Doctor

**Please Note: An excuse from a Doctor's Office will not require the use of this form. It is only necessary to complete this form if your child did not see a doctor at the time of his/her absence.*

TARDIES / CHECK-INS & CHECK-OUT

Students are required to report to their individual school no later than the beginning of the school day and to be on time for all classes during the day. The Alabama State Department of Education requires that a school's instructional program consist of a six hour day. Students who are tardy without an acceptable reason (excuse) shall be considered unexcused and may be truant. Tardy is arriving at school/class after the specified starting time or not attending a full instructional day. When a student is late for class or checks out and leaves early, they must check out in the office. Late-check ins and early check-outs may be deemed an absence. If a student has not been in attendance at least 51% of the day or it will automatically result in an absence.

Individual schools will adopt rules which will ensure compliance with this regulation.

GUIDELINES FOR MAKEUP WORK

Once students return to school with an **excused absence**, teachers shall provide make-up work.

- **Elementary Students (K-5th)**- Teachers shall have a designated system for tracking and organizing make-up work (e.g., Make-Up Folders).
- **Middle and High School Students (6th-12th)**- Students *may* need to inquire about missed assignments and make arrangements for the make-up work.
- **Excused Absences**- Grades will be assigned to make up work for students with excused absences.
- **Unexcused Absences**- Students will earn a grade of zero for missed assignments when an absence is marked as unexcused.
- **Excessive Absenteeism**- If absenteeism is less than ten days per school year, students may no longer be eligible to receive make-up work assignments. The principal or the designee will be responsible for recording chronic absenteeism on the Gradebook Audit Forms.

MAKE-UP WORK SUMMARY

- **If the student is eligible to make up missed work**, he/she must make arrangements for make-up work or tests in cooperation with the teacher. Such work or tests should be completed within the following time frame:
 - a. **EXCUSED ABSENCES**- When a student returns to school after an excused absence, he/she has (5) days or the number of days equal to the number of days of consecutive absences, whichever is greater, following the student's return to class to make up missed work without penalty.
 - b. **UNEXCUSED ABSENCES**- **After a student exceeds their 10th absence daily absence** without the principal's written permission or a letter from the Doctor's Office explaining a medical condition.

EXPLANATION OF UNEXCUSED ABSENCES

Students are unexcused when no documentation has been submitted to the office to explain why they were absent from school. An unexcused absence means that the student is considered truant. Please note that unexcused absences accrue for the entire school year and do not start over at the beginning of the second semester.

1. Upon a student's **first unexcused absence**, the principal or his/her designee will notify the parent that the student was truant and the date of truancy. The principal or his/her designee will mail a written notification of their child's unexcused absence.
2. Upon a student's **second unexcused absence**, the principal or his/her designee will document and call the parent/guardian regarding their child's unexcused absences.
3. After a student's **third unexcused absence**, the parent/guardian shall attend an Early Warning Conference (EWC) with the principal or designee at their school. The parent will be given a copy of the law regarding the mandatory attendance of students between the ages of 6 and 17.
4. After a student's **fifth unexcused absence**, the principal or designee will contact the Conecuh County Board of Education, Truancy Dept. with the provided documentation. The parent/guardian will be notified of a mandatory conference at the Board of Education. Failure to appear at the conference shall result in the filing of a complaint/petition against the parent under Code of Alabama (1975), §16- 28-12(c) (failure to cooperate), or truancy against the child, whichever is appropriate. Parents/Guardians will be referred to Truancy Intervention Classes and/or referred to the Parent Project Program Classes.
5. After a student's **sixth unexcused absence**, the building principal or his/her designee will notify the system attendance supervisor, and then the truancy officer will be dispatched to conduct a home visit to the student's home. The truancy officer will document the visit using an official school form that records pertinent

information related to truancy.

6. After a student's **seventh unexcused absence**, the system attendance supervisor or truancy officer will file a complaint/petition with the Juvenile Court against the child and/or parent/guardian, if appropriate.

CHILD UNDER PROBATION

- A. The school attendance officer should be notified by the juvenile probation officer of all children in the school system under probation supervision by the juvenile court as consistent with state statute, Code of Alabama (1975), §12-15-100 and 105.
- B. When a child under probation is truant, the school attendance officer should notify the juvenile probation officer immediately.

CO-OP STUDENTS

Students enrolled in Co-op will not be permitted to work when on suspension or absent from school. The Co-op Coordinator is responsible for notifying the employer that the student will not be permitted to work.

CHECK-OUT PROCEDURES

1. K-12 students may only leave campus if checked out by a parent or designated person.
2. Parents may identify two or three other responsible adults to whom permission is given to check their child out of school. These individuals must present a picture ID when checking out the child. The names and phone numbers of these individuals will be maintained at school. Another parent may not designate teachers and school board employees to check a child out and transport the child home during the instructional day.
3. Students who drive to school may check out with a written note from their parents or guardian. The note must contain the parent's contact number(s). The note must be presented to the office at the beginning of the school day. Office personnel must call and speak directly to the parent or guardian to verify the note. If office personnel cannot verify the note with the parent or guardian, the student cannot check out.

UNIFORM DRESS CODE POLICY

We take pride in the appearance of our students. Dress reflects the quality of our schools. Dress and appearance must not present health or safety problems, draw undue attention, or cause disruptions. All students are expected to dress in clothing approved by the Conecuh County Board of Education and groom themselves neatly. The school administration will be responsible for implementing procedures at the beginning of the school day to identify students violating the uniform dress code policy. Some general rules and specifications about the dress code are listed below. Each school will provide parents and students with more specific and detailed information about their uniforms.

GENERAL DRESS CODE RULES

- A. All shirts/blouses must have collars and must be the school color(s)
- B. Turtlenecks may be worn in school colors only.
- C. All shirts/blouses must be tucked in as part of the uniform
- D. Long-sleeved shirts may be worn under short-sleeved shirts. Long-sleeved shirts must be white or school color.
- E. All pants, capris, and shorts worn by males and females must be worn up around the waist. (There is absolutely no sagging or bagging of clothes.)
- F. The hemline of dresses, skirts, shorts, jumpers, and shorts must be no more than two (2) inches above the knee—no denim or jean fabric bottoms.
- G. Belts (black or brown)must be worn with pants and shorts that have belt loops and should be the correct size (the end of the belt cannot hang down)
- H. Tennis shoes and fully enclosed shoes may be worn. No boots with a pointed front, metal tips, or 2-inch heels or higher. When necessary, footwear may conform to special class requirements (physical education, agricultural classes, etc.) All laces must be tied, and laces must be the same color. Tennis shoes must be the same color. Slides, clogs, heels, or shoes with lights or wheels are prohibited.
- I. All clothing must be appropriate and fit neatly – no bagging clothes.

- J. Coats, jackets, sweaters, sweater vests, and sweatshirts are considered outerwear and must be worn with a uniform shirt/blouse. All outerwear must be a solid school color or a combination of school colors. Screen printing and logos must not exceed 3 inches in width or height.
- K. The only days students will be allowed to be out of uniform are school picture days unless authorized by the principal.
- L. All undergarments should be concealed at all times.
- M. A student's back and midriff area should not be exposed.
- N. Headgear (caps, hats, etc.) is not permitted inside school buildings but may be worn correctly outside school buildings.
- O. Bandanas (handkerchiefs) worn in any fashion are not permitted.
- P. Tattoos with suggestive words, statements, or pictures are inappropriate and should not be visible at any time.
- Q. Picks or other sharp objects in hair or any body part are prohibited.
- R. Jewelry or accessories that could be distracting or hazardous to students' health and safety are prohibited. This includes tongue rings, nose rings, eyebrow rings, lip studs, nose studs, ear weights, and unusually large necklaces. Girls may not wear earrings larger than an inch in length or width.
- S. Mouthpieces or mouth apparatuses, unless prescribed by Medical Doctors or Dentists, are prohibited.
- T. Uniforms are to be worn at all school-sponsored events except athletics, band concerts, dances, and other events approved by the principal.
- U. Students who enroll in the school system must comply with the mandatory uniform specifications within five (5) school days.

CLASSIFICATIONS OF VIOLATIONS

Violations of the Code of Conduct are divided into four classes: Class I, Class II, Class III, and Class IV. The principal or his/her designee must follow a disciplinary procedure for each classification. Each student will be provided with due process before any disciplinary action is taken.

CLASS I OFFENSES

- A. Distraction of other students with any behavior that alters the teaching process in the classroom or other educational activities
- B. Eating or drinking in unauthorized areas
- C. School property misuse or abuse
- D. Misuse of lunch numbers
- E. Littering of school property
- F. Possession of radios, tape players, electronic games, and entertainment devices without prior administrative approval
- G. Possession of cards, dice, and any other gambling devices or paraphernalia in school buildings, on school grounds, or on school buses
- H. Sitting in or loitering around parked vehicles after arriving at school
- I. Inappropriate behavior
- J. Inappropriate display of affection – including embracing and kissing
- K. Minor disruption on a school bus
- L. Non-conformity to dress code
- M. Unexcused tardies to school or class (no more than 2).
- N. Failure to follow instructions
- O. Horse playing – tussling
- P. Violation of Internet Ethical Use Policy
- Q. Any other offense that the principal may deem reasonable to fall within this class/category will result in disciplinary action appropriate to the offense.

DISCIPLINARY ACTIONS FOR CLASS I OFFENSES

All Class I offenses in the classroom will be handled by the classroom teacher according to the teacher's approved classroom management plan. Subsequent Class I offenses in the classroom may be referred to the administrator and addressed as Class II offenses.

The administrator will handle offenses occurring outside the classroom. The following disciplinary actions are available to the administration:

- Student Conference
- Suspension from Bus
- Suspension (no more than three days)
- Parent Contact
- Detention
- Corporal Punishment
- Parent Conference
- Referral to Counselor
- ISSP (no more than three days)

CLASS II OFFENSES

- A. Illegal organizations - any attempt to use the school day for activities that are not school-related or school-sponsored
- B. Gambling -any participation in games of chance for money and/or other things of value
- C. Defiance and/or disrespect of School Board employee's authority - any verbal or non-verbal refusal to comply with a lawful and reasonable directive of a School Board employee
- D. Instigating fights or arguments by carrying written or verbal messages
- E. Verbal confrontation (excessive arguing) or verbal harassment
- F. Possession of fireworks or firecrackers
- G. Use of obscene or inappropriate language
- H. Use of obscene or inappropriate behavior (verbal, written, gesture, touching)
- I. Failure to follow class schedules and/or leaving class without written permission
- J. Refusal to give name or intentionally giving false information to an authorized person
- K. Any other offense that the principal may deem reasonable to fall within this class/category will result in disciplinary action appropriate to the offense.
- L. Subsequent (2 or more) Class I offenses
- M. Possession of electronic communication devices without permission during the instructional day

DISCIPLINARY ACTIONS FOR CLASS II OFFENSES

Elementary Students (K-5)

- **First Offense:** Parental contact and disciplinary action.
- **Subsequent Offenses:** The administrator may determine appropriate disciplinary action, including suspension for up to 2 school days, corporal punishment, and/or other measures. Subsequent Class II offenses may be handled as Class III offenses.

Middle School and High School Students (6-12)

- **First Offense:** Could result in one of the following: Corporal punishment, ISSP (up to 5 days), suspension for 1-5 school days, or detention
- **Subsequent Class II Offenses:** These may be handled as Class III offenses.

CLASS III OFFENSES

- A. Vandalism - intentional and deliberate action resulting in injury or damages of less than \$50.00 to public property or the real or personal property of another.
- B. Stealing, larceny, and petty theft are the intentional unlawful taking or carrying away of property valued at less than \$25.00 belonging to or in the possession or custody of another.
- C. Receipt, possession, or transfer of stolen property with the knowledge or reasonable suspicion that it is

stolen.

- D. Intentional action or threats - verbal or printed communication threatening or causing an injury to the person, property, or reputation of another
- E. Extortion - verbal or printed communication threatening an injury to the person, property, or reputation of another, with the intent to extort money or take advantage of any person or to force one to do any act or refrain from doing any act against his/her will
- F. Trespassing - willfully entering or remaining on any school property without being authorized, licensed, or invited; or after having been authorized, licensed, or asked, refusing to depart when requested to so do by an authorized person
- G. Unjustified activation of a fire alarm system or fire extinguisher
- H. Written or verbal proposition to engage in sexual acts.
- I. Use or possession of obscene and/or pornographic materials
- J. Use of beepers, pagers, and/or cellular phones in school buildings or on school buses without prior administrative approval.
- K. Gross abuse or misuse of computers, programs, or equipment
- L. Fighting
- M. Possession and/or use of tobacco products, including matches or lighters, in school buildings or on school buses - possession on the person, in the locker, or the effects of a student
- N. Leaving campus without written permission
- O. Igniting fireworks or firecrackers on school property (including bus).
- P. Harassment is the intent to harass, annoy, intimidate, or alarm another person, either socially, physically, or emotionally.
- Q. Cyberbullying
- R. Any other offense that the principal deems reasonable to fall within this class/category will result in disciplinary action appropriate to the offense.
- S. Subsequent (2 or more) Class II offenses

DISCIPLINARY ACTIONS FOR CLASS III OFFENSES

Elementary Students (K-5)

- **First Offense:** Parental contact could include corporal punishment, detention, or suspension for up to ten (10) school days.
- **Subsequent Offenses:** Suspension and/or other disciplinary action.

Middle School and High School Students (6-12)

- **A First Offense** could result in Corporal punishment, ISSP, extended work assignments, detention, or suspension for up to ten (10) school days.
- **Subsequent Offenses** could result in Corporal punishment, ISSP (if available), suspension of up to ten (10) school days, or detention. Special circumstances may warrant a recommendation for a disciplinary hearing with the superintendent or his/her designee. Students suspended for Class III offenses may not participate in or attend any school-related activities until reinstated on the day following the suspension.
- **Class III offenses, when warranted or legally required,** shall be reported to the designated law enforcement agency using the appropriate administrative procedures.

CLASS IV OFFENSES

- A. Drugs, drug paraphernalia, or alcoholic beverages - unauthorized possession and/or use of, transfer, or sale of the same
- B. Arson - the willful and malicious burning of any School Board property or the personal property of anyone on School Board property
- C. Battery upon a School Board employee - the intentional touching or striking of a School Board employee against his/her will, or the intentional causing of bodily harm to a School Board employee
- D. Robbery -the taking of money or other property from the person or custody of another by force, violence, assault, or by instilling the fear of the same

- E. Burglary of school property - entering or remaining in a structure or on the premises with the intent to commit an offense.
- F. Criminal mischief - willful and malicious damage over \$50.00 to public property or real or personal property belonging to another
- G. Theft - the intentional unlawful taking or carrying away of property valued more than \$25.00 belonging to or in the possession or custody of another
- H. Possession of firearms -any firearm or other device (including a starter gun) which may be readily converted to expel a projectile
- I. Unauthorized discharge of any pistol, rifle, shotgun, air gun, or any device capable of expelling a projectile
- J. Possession and/or use of ammunition, weapon, or replica of a weapon - box cutter, knife, metallic knuckles, tear gas guns, chemical weapon or device, or any other weapon, instrument, or dangerous object on any school property
- K. Bomb or other threats -any communication which has the effect of interrupting the educational environment
- L. Explosions -possessing, preparing, or igniting on School Board property explosives likely to cause bodily injury, property damage, or interrupt the educational environment
- M. Sexual acts - acts of a sexual nature including, but not limited to, sexual battery, intercourse, attempted rape, or rape to include videotaping, photographing, or any form of participation in said act.
- N. Aggravated battery - intentionally causing great bodily harm, disability, or permanent disfigurement, or the use of a deadly weapon
- O. Inciting or participating in a significant student disorder - leading, encouraging, or assisting in major disruptions that result in the destruction or damage of private or public property, or personal injury to participants or others, or which disrupts the school environment
- P. Indecent exposure - exposing a part of one's anatomy that is offensive to others, i.e., exposure of genitalia, breasts, or buttocks
- Q. Subsequent (two or more) Class III offenses
- R. Directing threats or obscene language or behavior (verbal, written, or gesture) to a School Board employee
- S. Habitual Offender - a student who commits five Class II or III offenses in any combination (does not include dress code violations or tardies)
- T. Any other offense that the principal may deem reasonable to fall within this class/category will result in disciplinary action appropriate to the offense.

DISCIPLINARY ACTIONS FOR CLASS IV OFFENSES

All Students, Grades K-12

- The principal shall report Class IV offenses to the designated law enforcement agency when warranted or legally required.
- Parents will be notified, and students in grades K-12 may be suspended pending the principal's final determination of the facts.
- A student committing a Class IV offense may be recommended for expulsion by the superintendent or his designee.
- In cases of an appeal, suspension will continue until all appeals are complete.

HONOR CODE

Cheating on a test or other assignment will result in a zero grade. The parent/guardian will be notified about the infraction.

DUE PROCESS

It is the policy of the Conecuh County Board of Education to adhere to due process when carrying out the procedures contained within the Code of Student Conduct handbook. Furthermore, the Board of Education and the educational staff employed by the Board will comply with the elements of due process. The school principals will be responsible for familiarizing their staff with the due process procedures and providing each staff member and student with a copy of this handbook.

This district handbook has been published with the following concepts in mind:

- School rules must be fair and specific enough for students to know what they may and may not do.
- School rules must be clearly stated and related to the school's educational purposes.

- Students, parents, and guardians must know behavior and discipline rules.
- School personnel and students must comply with required procedures when disciplinary action is involved.

The consensus of the Conecuh County Board of Education is that the regulations in this handbook deal with a matter of legitimate interest: protecting the health, safety, and welfare of students and ensuring the efficient operation of schools.

SUSPENSION

Suspension is defined as the temporary removal of a student from school. Suspended students may only attend or participate in school-related activities once reinstated on the day following the suspension. The authority to suspend a student from school rests entirely with the principal/designee of each school. Each suspension should be for a specified number of school days, at most ten (10) consecutive days. Any deviation from said pattern would require authorization from the Superintendent of Schools or his/her designee.

Suspended students will be prohibited from being present on public school premises owned and operated by the Conecuh County Board of Education. Upon completion of the suspension, parents may be required to accompany the student back to school on the first day for an intake conference with the administration. If a parent cannot accompany the student back to school on the first day after the completion of the suspension, prior arrangements and approval must be made with the principal. If not, the student may be placed in ISSP until the parent is contacted. A student cannot withdraw or enroll in any other school in the Conecuh County School System while under suspension.

Suspensions will be counted as excused absences. Make-up work will be permitted for such absences unless permitting such work under the circumstances would be impractical or impossible, would serve no purpose, would place school personnel at risk of harm, or would be unreasonable in light of the grounds for the suspension. Suspension of students with disabilities will be subject to applicable limitations and requirements imposed by the Individuals with Disabilities Education Act (IDEA) and its implementing regulations (Board Policy 6:19).

PROCEDURAL POLICIES FOR SUSPENSIONS- INITIAL HEARING BY PRINCIPAL OR DESIGNEE

The principal or designee shall conduct an informal due process conference before any suspension. However, suppose the student's presence in the school endangers persons or property. In that case, the principal shall be authorized to remove the student immediately from the school and conduct the informal due process conference as soon as possible. When necessary to determine alleged misconduct, the principal or designee may suspend a student from school for up to three school days pending an investigation. The suspension will be rescinded if the investigation determines that the student is not responsible for the misconduct. (If rescinded, the student can make up any work missed, and absences are excused).

1. Before any suspension, the principal or designee must inform the student of the misconduct of which he/she is accused and the basis for the accusation.
2. Before any suspension, the principal or designee must allow the student to explain his/her version of the facts. The principal or designee may interview witnesses requested by the student. The witnesses are not required to be sworn in for this informal due process conference; however, the control of the process is subject to the discretion of the principal or designee. The principal or designee shall make a reasonable effort to determine the incident fairly based on the information obtained before making any disposition.
3. If the principal or designee imposes a suspension or disciplinary action other than a recommendation for expulsion, no further disciplinary hearing is required.
4. Telephone contact shall be attempted, and a letter explaining the reason for the suspension and the date and time of a conference, if required for a student's readmission from suspension, shall be sent to the parent/guardian responsible for the student when suspended.
5. The principal may allow a student to return to school after being suspended without a parent conference if it is determined that readmitting the student is in the student's best interest. A parent or guardian who willfully refuses to attend a readmission conference or meeting in person or by phone regarding a student's behavior may be referred to the Circuit Court's Juvenile Division.
6. Suppose the suspension is for damage to property owned by the school system or property contracted by the

school system. In that case, the notice shall advise the parent/guardian that Conecuh County Schools may pursue legal action until payment or arrangements for the damage have been made.

GUIDELINES FOR SUSPENSIONS

Suspension should be one of the last disciplinary actions used. Suspension should be progressive and not punitive. Therefore, when a school administrator utilizes the disciplinary action of suspension for a student, the following guidelines shall be used:

- **First Suspension**- not more than three days
- **Second Suspension**- not more than five days
- **Third Suspension**- not more than eight days
- **Fourth Suspension**- not more than ten days

NOTE: The administrator may have to deviate from the guidelines due to the nature of the incident and/or severity that prompted the disciplinary action or suspension.

EXPULSION

Expulsion is defined as the removal of a student from a school for violating school rules or regulations. The Board of Education retains the authority to permanently expel a student, which alone can approve such an action. A student who is expelled loses the privilege to attend extracurricular activities.

Any student expelled from school must have a conference with the superintendent and principal before re-admittance. Upon his/her return to school, any expelled student will be placed on probation for one semester. Parents are expected to attend the conference mentioned above.

DISCIPLINARY HEARING PROCEDURES

A principal CANNOT expel a student. Only a principal can recommend a student for expulsion through a disciplinary hearing. If a principal or designee recommends a student for a hearing, the student may be suspended pending the hearing results. The student will have a disciplinary hearing, in which the superintendent or designee will determine whether to uphold the suspension days or expel the student after the hearing.

Expulsion is the permanent removal of a student's rights and obligations to attend a public school. A student who has been expelled will not be readmitted to any Conecuh County School until the designated expulsion time has elapsed.

Procedures for Due Process of Disciplinary Hearings

1. A hearing shall be conducted at the request of the school administration for all recommendations for expulsion.
2. A hearing shall be conducted within five (5) school days from the date the student is given notice of the proposal or recommendation for a disciplinary hearing. Every effort will be made to contact the parent/guardian. **If the parent/ guardian cannot be contacted due to needing to update current information with the school, the hearing will still be held.**
3. The student shall be afforded the opportunity to know the charges and evidence against him/her, defend his/her actions, and question and present evidence. The student must be accompanied by a parent/guardian and may be assisted by an attorney or any other person of the student's choice.
4. Until the hearing, the student may remain suspended from school and all CCS school-related activities.
5. A hearing shall be held for special education students when the misconduct does not manifest the student's disability. The relevant disciplinary procedures applicable to students without disabilities may be applied similarly, except that a free, appropriate public education must be provided.
6. Upon the conclusion of the hearing, the superintendent or designee determines whether the student should be expelled or if other corrective or disciplinary actions should be taken. The IEP team makes due process decisions for special education students.

Expulsion Results

Any parent/ guardian of an expelled student shall have the right to appeal the result of a disciplinary hearing

resulting in expulsion to the superintendent or designee in writing within five school days of the decision. Appeals should be mailed via USPS or hand delivered to the central office. The hearing will be held within five school days of the receipt of the appeal.

Appeal from Order of Expulsion

- The parent/guardian may request the Conecuh County Board of Education to review the superintendent's or designee findings within five school days of the decision.
- A preliminary appeal will be scheduled promptly to examine the evidence of the disciplinary hearing.
- The Board of Education shall set the time for the hearing with appropriate parental contact.
- The Board of Education may affirm, modify, or reverse the previous action.
- The IEP team must address due process appeals for special education students. All special education appeals should go to the special education coordinator.
- If the Board of Education affirms the action of the superintendent or designee, the decision is final.

INTERROGATION OF STUDENTS NOTIFICATION OF LAW ENFORCEMENT OFFICIALS

ON-CAMPUS INCIDENTS

Students involved in a major school disruption will be guilty of a Class IV offense. The school administrator will take appropriate disciplinary action. The student will also be referred to the appropriate legal authority. Notifying law enforcement authorities means notification of Juvenile Court Services, the Conecuh County Sheriff's Department, Resource Officer, and/or local police officials. All interrogations shall be private, with an official school representative (principal or designated representative) present. Every reasonable effort shall be made to have a parent or guardian present. When a parent cannot be present within a reasonable period, school officials must allow interviews by law enforcement officials to proceed. Other non-school persons shall not interview students at school except parents or guardians or Department of Human Resources representatives.

OFF-CAMPUS INCIDENTS

The Code of Conduct applies to any student behavior on school property while riding in a school-owned or operated vehicle, at school-sponsored events on or off campus, at designated bus stops, and at any time the student is under school jurisdiction. The Code of Conduct also applies to behavior off campus that significantly impacts the educational environment, including social media, electronic communications, etc.

STUDENTS EXPELLED OR SUSPENDED FROM OTHER SYSTEMS

A prospective student who has been expelled from or suspended from another school system without a satisfactory resolution of the problem for which the student was expelled or suspended shall not be permitted to register in or attend the Conecuh County Schools.

PHYSICAL RESTRAINT

The principal or his/her designee shall have the authority to use physical force to restrain a student from abusing or attempting to abuse himself, other students, teachers, administrators, parents, guardians, or other staff members. Physical restraint shall be used only when necessary to maintain discipline or to enforce school rules, and it must be accomplished in a reasonable manner and only to protect all parties involved. Law enforcement officials may be called to assist when necessary.

RIGHT OF STUDENT APPEAL

Students and/or parent(s) have the right to appeal decisions of the school principal regarding disciplinary actions that result in suspension (5 or more continuous days) or a recommendation for expulsion. The student and/or parent(s) desiring to appeal such decision shall, within five (5) school days of notification of disciplinary action by the principal, request in writing a hearing with the superintendent of education or his/her designee. The request shall include a written statement stating the reasons for the discipline and the action taken by the principal. The appeal process does not postpone any disciplinary action the school administrator takes. The superintendent or his/her designee shall have three (3) school days following receipt of the written contract to hold a hearing on the matter.

The student, parent(s), and school administrator(s) shall attend this hearing. Both parties have the right to call witnesses and present evidence. The superintendent or his/her designee shall notify the student and parent(s) of his/her decision within three (3) school days following the hearing.

After receiving the decision of the superintendent or his/her designee, the student and/or parent(s) shall have five (5) school days to appeal the superintendent's decision to the School Board. The Board shall schedule a hearing on the appeal at the next regular Board meeting following receipt of the request. However, if circumstances warrant, the Board may call a special meeting to hear such an appeal. The Board shall have five (5) school days following the conclusion of the hearing in which to mail to the parent(s) notification of the action taken. The decision of the Board is final.

If a suspension is successfully reversed, tests and assignments missed due to suspension shall be made up within five school days. The student and parent/guardian are responsible for getting assignments and requesting to make up tests.

SEARCH FOR SCHOOL-OWNED PROPERTY

Desks, lockers, and other equipment at any school belong to the Board of Education and, although assigned to particular students for use, may be entered and searched by school officials whenever the school officials have reasonable belief that some substance or other material contained therein which is illegal, harmful to the safety of the student, himself or the student body as a whole, or significantly disruptive of or dangerous to the overall discipline of the school.

STUDENTS WITH DISABILITIES

- Disabled students served by Conecuh County Board of Education Special Education Services are entitled to procedural protection under the Individuals with Disabilities Education Act (IDEA).
- If disciplinary action results in long-term change (more than ten days in a school year) in a disabled student's current educational program or placement, due process is required through the Individualized Education Program (IEP) team action.
- Students with disabilities who bring firearms to school may be placed in an interim alternative educational setting for up to 45 calendar days, as determined by the IEP team. The Gun-Free School Act applies to students with disabilities.
- Students with identified disability conditions under Section 504 of the Rehabilitation Act of 1973 may be suspended or expelled from school for more than ten days. Educational services may cease during the period of disciplinary exclusion from school. The school system will develop a Section 504 Plan for students as determined eligible by the Section 504 committee.
- The coordinator of Special Education Services for Conecuh County Schools must be informed prior to any long-term change in a disabled student's educational program or placement.

CELL PHONE POLICY

- Students may not possess electronic communication devices during the instructional day unless they have prior permission from the administration or a teacher.
- A teacher must have prior permission from the principal before authorizing students to use cell phones or electronic communication devices for instructional purposes or any reason.
- Electronic communication devices may be stored at school only in school lockers, book bags, and vehicles parked on school property.
- A student with an electronic communication device shall assume responsibility for preventing theft, loss, or damage to such devices brought onto school property.
- The school is in no way responsible for any damage, theft, or loss of electronic communication devices.

USE OF A DIGITAL DEVICE DURING THE ADMINISTRATION OF A SECURE TEST

- The possession of a digital device (including but not limited to cell phones, MP3 players, cameras, or other telecommunication devices capable of capturing and relaying information) is strictly prohibited during a secure test administration. If a student is observed possessing a digital device while administering a secure test, the device will be confiscated.

- Suppose a student is observed using a digital device while administering a secure test. In that case, testing for the student will cease, the device will be confiscated and subject to search, the student will be dismissed from testing, and the student's test will be invalidated.
- Local education agency (LEA) personnel will inform all students, parents, and/or guardians of this prohibition by including it in the Student Code of Conduct Handbook and other regularly used modes of communication.

SCHOOL CONDUCT INTERVENTION PROGRAM (ACT 94)

In addition to the Early Warning Program, the school system is also required by law, *Alabama Code 16-28-12, Act 94 (1975)*, to inform you of the following:

Section I. Section 16-28-12, Act 94, of the Code of Alabama, 1975, reads as follows:

- (A) "Each parent, guardian, or other person having control or custody of any child required to attend school or receive regular instruction by a private tutor who fails to have the child enrolled in school or who fails to send the child to school, or have him or her instructed by a private tutor during the time the child is required to attend a public school, private school, church school, denominational school, or parochial school or be instructed by a private tutor, or fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in accordance with a written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be guilty of a misdemeanor and, upon conviction, shall be fined not more than one hundred dollars (\$100) and may also be sentenced to hard labor for the county for not more than 90 days. The absence of a child without the consent of the principal teacher of the school he or she attends or should attend, or of the tutor who instructs or should instruct the child, shall be prima facie evidence of the violation of this section."
- (B) "Any parent, guardian, or other person having control or custody of any child enrolled in public school who fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil following a written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be reported by the principal to the superintendent of education of the school system in which the suspected violation occurred. The superintendent of education or designee shall report such suspected violations to the district attorney within ten days. Any principal or superintendent of education or his or her designee intentionally failing to report such a suspected violation shall be guilty of a Class C misdemeanor. The district attorney shall vigorously enforce this section to ensure proper conduct and required attendance by any child enrolled in public school."

Parental responsibilities required in Section 16-28-12, Act 94, are as follows:

1. "To enroll their child"- Every child between the ages of six and seventeen years shall be required to attend school
2. "To regularly attend school"- Attendance requirements, as outlined in the Early Warning Program, will be followed to ensure regular attendance.
3. "To compel the child to properly conduct himself/herself following written policies on school behavior."

TECHNOLOGY/INTERNET USE AND ETHICS CODE

Technology and the Internet in Conecuh County Schools support research and education by providing access to unique resources and an opportunity for collaborative work. Use of technology or the Internet, including e-mail, must support and be consistent with the educational objectives and within the guidelines of the Board of Education's approved curriculum.

It is the policy of the Conecuh County Board of Education to (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. Definitions: Key terms are as

defined in the Children's Internet Protection Act.

Access to Inappropriate Material

- To the extent practical, technology protection measures (or "Internet filters") shall block or filter Internet or other forms of electronic communications access to inappropriate information.
- Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography or to any material deemed harmful to minors.
- Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Technology Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Conecuh County Board of Education online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. All use of computers, the Internet, and e-mail programs are subject to electronic monitoring. Any device (regardless of ownership) suspected to be used inappropriately on school grounds is subject to immediate inspection to determine the contents and recent utilization. The devices subject to inspection include but are not limited to, laptops, handhelds, cell phones, gaming devices, calculators, or any other device that can be used to communicate electronically.

Specifically, as required by the Children's Internet Protection Act, the prevention of inappropriate network usage includes (a) unauthorized access, including so-called 'hacking' and other unlawful activities, and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

The following local regulations will also apply:

- A. All Internet use must support education and research and be consistent with the purpose of the Conecuh County School System.
- B. Creating, sending, or forwarding electronic chain letters is not permitted.
- C. Use of the Internet, which results in any copyright violation, is prohibited.
- D. Use of the Internet to access or transmit materials likely to be considered obscene or pornographic is prohibited.
- E. Hate mail, harassment, cyberbullying, discriminatory remarks, spam, and other antisocial communications using local area networks, wide area networks, or the Internet are prohibited.
- F. Personal information such as name, address, or telephone number should not be revealed online.
- G. Use of the Internet for product advertisement, political lobbying, commercial, for profit, buy/sell/trade/order goods, services, or illegal activity is prohibited. Fraudulent copying, communicating, or modifying materials violating the law is prohibited and will be referred to appropriate authorities.
- H. Malicious use of technology or the Internet to develop programs that harass other users or infiltrate a computer system and or damage the software components of a computer or system is prohibited.
- I. It is prohibited to install, download, or upload unauthorized games, programs, files, or other electronic media (including music and movies).
- J. Technology or the Internet shall not be used to disrupt the work of others.
- K. The hardware, software, or programs of the Conecuh County Board of Education shall not be destroyed, modified, or abused in any way.
- L. Hacking is prohibited. It involves intentionally browsing, seeing information about, obtaining copies of, or modifying files, passwords, or data belonging to other users using technology, local area networks, wide area networks, or the Internet.
- M. All problems encountered or observed in system or network security should be reported to an administrator in your building.

Supervision and Monitoring

- It shall be the responsibility of all Conecuh County Board of Education staff members to supervise and monitor the usage of the online computer network and access to the Internet per this policy and the Children's Internet Protection Act.

- The Technology Director or designated representatives are responsible for procedures for disabling or otherwise modifying any technology protection measures.
- Any person found to violate this policy, applicable state and federal laws (including copyright laws), posted classroom rules, or other relevant Board of Education policy will be subject to appropriate disciplinary measures as outlined in (a) for a Student, the Student Code of Conduct or (b) for an Employee, the Conecuh County Policy and Procedure Manuals. Violators will also be subject to immediate revocation of Internet and/or computer privileges.
- Under Alabama law, any unauthorized access or attempted unauthorized access may be subject to criminal prosecution.

Education

School administrators will ensure that students are educated about proper online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness, and response each year.

The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

- OBSCENE**- as that term is defined in section 1460 of title 18, United States Code;
- CHILD PORNOGRAPHY**- as that term is defined in section 2256 of title 18, United States Code; or
- HARMFUL TO MINORS**- the term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 - Taken as a whole and concerning minors, appeals to a passionate interest in nudity, sex, or excretion;
 - Depicts, describes, or represents, in a patently offensive way concerning what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- SEXUAL ACT; SEXUAL CONTACT**- the terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

STUDENT HARASSMENT PREVENTION POLICY

Harassment, Violence, and Threats of Violence Prohibited. No student shall engage in or be subjected to harassment, violence, threats of violence, or intimidation by any other student based on any of the specific characteristics identified by the Board in this policy. Students who violate this policy will be subject to disciplinary sanctions.

Harassment Definitions

- The term “harassment,” as used in this policy, means a continuous pattern of intentional behavior that takes place on school property, on a school bus, or at a school-sponsored function, including, but not limited to, written, electronic, verbal, or physical acts that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristic falls into one of the categories of personal characteristics outlined in Section 3 (b) below. To constitute harassment, a pattern of behavior may do any of the following:
 - Place a student in reasonable fear of harm to his or her person or damage to his or her property.
 - It has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.
 - Have the effect of substantially disrupting or interfering with the orderly operation of the school.
 - Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function.
 - Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student
- The term “violence,” as used in this policy, means the infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.
- The term “threat of violence,” as used in this policy, means an expression of intention to inflict injury or damage made by a student and directed at another student.

- D. The term “intimidation,” as used in this policy, means a threat or other action intended to cause fear or apprehension in a student, especially to coerce or deter the student from participating in or taking advantage of any school program, benefits, activity, or opportunity for which the student is or would be eligible.
- E. This policy defines cy as “sled in the Conecuh County School System.

Description of Behavior Expected of Students.

- A. Students are expected to treat others with courtesy, respect, and dignity and comply with the Code of Student Conduct. Students are expected and required (1) to comply with the requirements of law, policy, regulation, and rules prohibiting harassment, violence, or intimidation; (2) to refrain from inflicting or threatening to inflict violence, injury, or damage to the person or property of another student; and (3) to refrain from placing another student in fear of being subjected to violence, injury, or damage when such actions or threats are reasonably perceived as being motivated by any personal characteristics of the student.
- B. Violence, threats of violence, harassment, and intimidation are prohibited and will be subject to disciplinary consequences and sanctions if the perpetrator of such action is found to have based the prohibited action on one or more of the following personal characteristics of the victim:
 - a. The student’s race
 - b. The student’s sex
 - c. The student’s religion
 - d. The student’s national origin
 - e. The student’s disability
 - f. The student’s physical/personal attributes

Consequences for Violations.

A series of graduated consequences for any violation of this policy will be those outlined in the Code of Student Conduct or any rule or standard adopted under the authority of this policy.

Reporting, Investigation, and Complaint Resolution Procedures.

- A. Complaints alleging violations of this policy must be made on board-approved complaint forms available at the principal's and/or counselor’s office. The complaint must be signed by the student alleging the violation or by the student’s parent or legal guardian and delivered to the principal or the principal’s designee by mail or personal delivery. Incidental or minor policy violations may be presented and resolved informally at the request of the complaining student or the student’s parent or legal guardian.
- B. Upon receipt of the complaint, the principal or the principal’s designee will, in their sole discretion, determine if the complaint alleges a serious violation of this policy. If the principal or the principal’s designee determines that the complaint alleges a serious violation, the principal or principal’s designee will immediately investigate the complaint. The investigation will entail gathering relevant facts and evidence and will be completed within twenty (20) working days when practical. If the investigation establishes a violation, appropriate disciplinary sanctions will be imposed on the offending student(s). Other measures reasonably calculated to prevent a recurrence of the violation(s) may also be imposed by the principal or the school system.
- C. Acts of reprisal or retaliation against any student who has reported a violation of this policy or sought relief by this policy are prohibited and are themselves a violation of this policy. Any confirmed acts of reprisal or retaliation will result in the student being subject to disciplinary sanctions, including any sanction, penalty, or consequence available to school officials under the Code of Student Conduct. A student who deliberately, recklessly, and falsely accuses another student of violating this policy will be subject to disciplinary sanctions as outlined in the Code of Student Conduct.
- D. If a threat of suicide by a student is reported, the principal or the principal’s designee will inform the student’s parent or guardian of the report.
- E. Promulgation of Policy and Related Procedures, Rules, and Forms.

This policy and any procedures, rules, and forms developed and approved to implement the policy will be published, disseminated, and made available to students, parents and legal guardians, and employees by such

means and methods as are customarily used for such purposes, including publication on the Conecuh County Board of Education website.

The harassment reporting form is posted on the school system’s website at www.conecuh.k12.al.us, and copies are also available at each school’s office.

Grading, Promotion, & Retention Policy

GRADING SCALE (Numerical Basis for Grades)

- The scale for determining nine weeks, semester, and yearly subject grades is listed below.

Kindergarten GRADING SCALE	
E = Excellent (Grade equivalent to an A)	90 - 100
G= Good (Grade equivalent to a B)	80-89
S = Satisfactory (Grade equivalent to a C)	75-79
N = Needs Improvement (Grade equivalent to a D)	70-74
U = Unsatisfactory (Grade equivalent to an F)	0 - 69

1 st -12th Grade GRADING SCALE	
A = Excellent/Exceeds Standard	90 - 100
B = Good/Meets Standards	80 - 89
C = Satisfactory/Partially Meets Standards	70 - 79
D = Needs Improvement/Meets Few Standards	60 – 69
F = Unsatisfactory/Failure	0-59

- The maximum number of points allowed for grading purposes is one hundred (100). PowerSchool will not accept grades over 100. “I” (Incomplete) is not to be inserted in place of a grade.
- The numerical scale for the quarter, semester, and yearly grades shall determine the values assigned for learning activities (reports, projects, portfolios, and other criterion-based assignments).
- In averaging grades, any fractional part .5 (1/2) or over will be rounded to the next whole number (examples: 90.5 = 91; 81.6 = 82; 59.51 = 60).
- The determination of passing or failing a subject is made by converting the letter grades and getting the average of the quarter grades and semester exams. If the average is below 60, the subject will succeed.

GRADING AND ATTENDANCE

- EXCUSED ABSENCES**—When a student returns to school after an excused absence, he/she has three (3) days or the number of days equal to the number of days of consecutive absences, whichever is greater, following the student’s return to class to make up missed work without penalty. Make-up work shall be permitted only when written excuses from parents, guardians, or legal custodians have been received in accordance with this policy.
- SUSPENSIONS/UNEXCUSED ABSENCES**- Students will not be allowed to make up work given on days where an unexcused absence or suspension is marked in the gradebook. Students will receive a grade

of zero (0) for graded assignments completed during the suspension(s) and/or unexcused absence(s). If a suspension is modified or reversed through the suspension appeal process, related absences will be excused, and the student will receive make-up work for those excused days.

- C. Any student in grades 1-8 who has accumulated **more than ten (10) combined unexcused absences and suspensions per year MAY BE RETAINED.**
- D. Any student in grades 9-12 who has accumulated **more than five (5) combined unexcused absences and suspensions per semester or semester course MAY BE DENIED CREDIT FOR THAT COURSE.**
- E. For additional attendance information on excused / unexcused absences, please refer to the CCS Attendance Policy on pages 8-13 of the Student Code of Conduct.

EVIDENCE OF GRADES AND INTERVENTION

- A. The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter, semester, or year.
- B. The teacher must document that a review of the student's performance and formal intervention have been completed for any student failing a core content course. The review and intervention documentation should occur throughout the grading period.

GRADING CRITERIA

- A. Grades must be determined based on several factors (projects, class assignments, activities, etc.) rather than one source such as a test.
- B. Nine-week grades will be determined using the following scale: **60% MAJOR GRADES** and **40% MINOR GRADES.**
- C. A minimum of **4 DIFFERENT MAJOR GRADES** and **7 DIFFERENT MINOR GRADES** shall be administered during a grading period to indicate the student's performance except in Grades K and 1, Science and Social Studies, for Grades K and 1 Science and Social Studies, a minimum of **2 DIFFERENT MAJOR GRADES** and **3 DIFFERENT MINOR GRADES** shall be administered during a grading period.
 - a. ALL major and minor grades MUST be academic and directly related to the Alabama Course of Study Content Standards currently being taught.
 - b. Major grades can be defined as tests, projects, essays, research papers, etc.
 - c. Minor grades are defined as daily classroom assignments such as progress monitoring, quizzes, checklists, homework, observations, etc. However, no more than 5% of the grade is earned from homework.
 - d. The following CANNOT count as major or minor grades: participation grades, turning in an assignment, viewing a video, good behavior, etc.
 - e. A minimum of 2 different major grades and three different minor grades must be administered by the middle of the nine-week grading period (4th nine weeks), with the exception of Grades K and 1 Science and Social Studies. For Grades K and 1 Science and Social Studies, a minimum of 1 different major grade and two different minor grades must be administered by the middle of the nine-week grading period (4th nine weeks).
 - f. The number of minor grades MUST EXCEED the number of major grades.
 - g. All grades will be calculated in PowerSchool.
 - h. After receiving the assignment, major grades must be placed in PowerSchool no more than seven days (weekdays). After receiving the assignment, minor Grades must be placed in PowerSchool no more than five days (weekdays). Both school administrators and central office personnel will monitor students who turn in assignments after their due date; teachers *may* deduct up to 11 penalty points per day past the due date.
- D. **CONDUCT (ELEMENTARY ONLY)** - Conduct should **not** be considered when determining academic grades. Each teacher is to evaluate students' conduct. The letter grades E, S, N, and U will be used to evaluate conduct. Teachers may give effort remarks using the comment codes in PowerSchool.
- E. **DUAL ENROLLMENT/WEIGHTED GRADES (High School Only)**
 - a. Conecuh County Schools defines Dual Enrollment as a program allowing eligible high school students (usually sophomores, juniors, and seniors) to enroll in college courses for credit before high school graduation.

- b. The minimum requirements for students to enroll in a Dual Enrollment program vary at each college. Additional information about the minimum requirements can be found on each college's website.
 - c. Conecuh County Schools partners with technical, 2-year/4-year colleges and universities to provide dual enrollment for Career Technical and Academic Courses. Grades for Career Technical Dual Enrollment Courses shall be weighted for honor roll, eligibility for honor clubs, rank in class, and GPA at one-half (0.5) higher than a regular A. For example, on a four-point (4) scale, a regular A is worth 4 points, but an A earned through a Career Technical Dual Enrollment points; a D would be worth 1.5 points; an F would not be weighted.
 - d. Conecuh County Schools partners with technical, 2-year/4-year colleges and universities to provide dual enrollment for Career Technical and Academic Courses in English, Mathematics, Science, and/or Social Studies. Grades for Academic Dual Enrollment Courses shall be weighted for honor roll, eligibility for honor clubs, rank in class, and GPA at one point (1) higher than a regular A. For example, on a four-point (4) scale, a regular A is worth 4 points, but an A earned through an Academic Dual Enrollment Course would be worth 5 points; a B would be worth 4 points; a C would be worth 3 points; a D would be worth 2 points; an F would not be weighted.
 - e. Students who participate in the Dual Enrollment program by taking Career Technical Courses at a technical college may be eligible for the Workforce Development Scholarship, which allows eligible students to take a free English, Mathematics, Science, and/or Social Studies course at a two-year or four-year college or university.
 - f. Counselor by 45 days after the final day of the Dual Enrollment course.
 - g. Any credit earned through approved Dual Enrollment courses and programs must be received by the high school counselor 45 days after the final day of the Dual Enrollment course.
 - h. It is the students'/parents' responsibility to request that official transcripts from the college and/or university be sent to the high school counselor and the high school receives them
- F. 2nd & 4th NINE WEEKS EXAM EXEMPTION (HIGH SCHOOL ONLY)**
- a. Any senior whose class average is at least 85 (B) when the nine weeks grades are averaged, **and** class attendance is five (5) or fewer combined excused or unexcused absences, check-ins, tardies, and/or check-outs may be exempt from the nine weeks examination based in period attendance.
 - b. There will be NO exemptions for freshmen, sophomores, and juniors. (Senior Exemption ONLY)
 - c. Students who miss a class while participating in a principal-authorized activity on or off campus will not be considered absent for exemption purposes. At most, two authorized university visits shall be considered part of the exemption.
- G.** School administrators and central office personnel will monitor weekly grades entered in PowerSchool, mid-nine-week Progress Reports, and Nine-Week Report Card grades to prevent and address high failure rates.
- H.** The teacher will have the numerical average and letter grade for academic work for quarter periods in the PowerSchool grade book and/or section reports.
- I.** Each quarter's numerical average and a letter grade will be recorded on report cards.
- J.** Teachers will retain student-graded papers to document grades earned during a given year and will keep these papers until report cards are distributed after the first semester of the following year. Student records must be readily available to school and district administrators throughout the school year, including the summer months.
- K.** A student will not participate in classes offered for remediation, intervention, Credit Recovery, or Credit Advancement during the school day if he/she must miss regular classroom instruction in any core subjects.

PROGRESS REPORTS, REPORT CARDS, TRANSCRIPTS

- A. Progress Reports, Report Cards, and Transcripts will record the numerical average and letter grade.
- B. 100 is the highest numerical grade recorded on Progress Reports, Report Cards, and Transcripts. The report cards will record the numerical average and letter grade for each quarter.
- C. Progress Reports generated by PowerSchool will be provided to parents at the midpoint (4th nine weeks) of each grading period for **all** students. Report Cards generated by PowerSchool will be provided to parents at

the end of each grading period for **all** students. These reports should be signed by the parents and returned to the school.

- D. Principals will devise a method of documenting the student/parent's receipt of report cards.
- E. Grades on Report Cards or Transcripts will not be corrected without written authorization from the principal. The principal's written permission will be kept on file at the school, and a copy will be submitted to the curriculum department.
- F. Once grade posting is complete for any quarter or semester, grade corrections must be made through the Office of Curriculum & Instruction. The principal will submit documentation for post-quarter grade corrections to the Office of Curriculum & Instruction.

PROMOTION AND RETENTION

Kindergarten

The decision to promote or retain a kindergarten student will be made in the student's best interest after careful evaluation of all available factors. In determining the retention or promotion of a kindergarten student, school personnel will consider the student's academic achievement, age, and social and emotional maturity. The final decision on retention will be determined based on which grade provides the student with a better probability of success in his educational development.

Elementary (Grades 1-2 and 3-5)

- A. **To be promoted to the next grade, a student in grades 1-2** must pass (60% and above) reading and math for the year.
- B. **To be promoted to the next grade level, a student in grades 3-5** must pass (60% and above) English-language arts, reading, mathematics, and science or social studies.
- C. **Any student in grades 1-5** who has accumulated **more than ten (10) combined unexcused absences and suspensions per year MAY BE RETAINED.**
- D. A committee may determine whether to promote a student under a 504 plan, an Individualized English Language Plan, or an Individualized Education Program.
- E. **Beginning in the 2023-2024 school year**, all third-grade students must demonstrate sufficient reading skills to be promoted to fourth grade. (Alabama Literacy Act 2019-523) A student portfolio will be maintained for each student who enters 3rd grade with a deficiency in reading. Pathways for promotion to 4th grade include:
 - Students scoring above the cut score for reading on ACAP Summative and students scoring below the cut score are strongly encouraged to attend Summer Reading Camp.
 - Earning an acceptable score for reading on ACAP Supplemental.
 - Demonstrate mastery of 3rd Grade Minimum Essential Reading Standards in the Student Reading Portfolio.
 - Meeting one of the Good Cause Exemptions.

Middle School (Grades 6-8)

- **A student in grades 6-8** must pass (60% and above) English-language arts, mathematics, and science or social studies to be promoted to the next grade level.
- **Any student in grades 6-8** who has accumulated **more than ten (10) combined unexcused absences and suspensions per year MAY BE RETAINED.**

High School (Grades 9-12)

- Students must earn a minimum yearly average of 60% in each required and elective Carnegie Unit course.
- A Carnegie unit (credit) award will be based on the final course average, so long as the average is 60% and above.
- Any student in grades 9-12 who has accumulated **more than five (5) combined unexcused absences and suspensions per semester/course MAY BE DENIED CREDIT FOR THAT COURSE.**
- To be classified as students in the next grade, students **must** earn a Carnegie unit in the core areas of English, Math, Science, and Social Studies plus one elective credit **AND** earn a minimum number of Carnegie units (credits) necessary for grade placement as indicated below.

- 9th graders must earn six units to be considered a Sophomore
- 10th graders must earn 12 units to be considered a Junior
- 11th graders must earn 17 units to be considered a Senior
- 12th graders must have the minimum 24 credits required by the Alabama State Department of Education.
- Re-classification will occur at the end of each semester.

CAREER TECHNICAL EDUCATION

- a. Conecuh County Schools defines Career and Technical Education as an instructional program that allows eligible high school students (usually sophomores, juniors, and seniors) to build leadership skills and prepare for future career opportunities. The Workforce Development Center serves as the site for Career and Technical Education.
- b. Any student who attends Conecuh County Schools is eligible to take courses toward and earn certificates/credentials from the Workforce Development Center. The Career Technical Education Director shall be instrumental in planning, monitoring, and assessing students' readiness for certification exams. The Career Technical Education Director must also work with the counselor to establish a means of reviewing and analyzing students' certification data for College and Career Readiness.
- c. Grades received through the Workforce Development Center will appear on the high school transcript. Effective 2021-2022, grades will appear on either the Hillcrest High School transcript or Genesis Innovative School transcript, respective to the student's enrollment.

Physical attendance is required for the Workforce Development Center, as each program features hands-on learning projects and performance assessments. Students enrolled at Hillcrest High School shall be provided transportation to and from the Workforce Development Center. Students enrolled at Genesis Innovative School must reside within a reasonable mileage radius of the Workforce Development Center, must have personal transportation to and from the campus, and must adhere to the attendance protocol outlined in the Student Handbook (p. 17).

MINIMUM ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS

According to the Alabama State Department of Education, students must earn a minimum of 24 credit hours to successfully complete high school. These requirements are further broken into the number of credit hours that must be earned in each of English Language Arts (ELA), Mathematics, Science, and Social Studies. Please see the chart below for more information concerning high school graduation requirements.

Course Requirements	
English Language Arts (ELA) Four credits to include:	<input type="checkbox"/> English 9 (<i>1 credit</i>) <input type="checkbox"/> English 10 (<i>1 credit</i>) <input type="checkbox"/> English 11 (<i>1 credit</i>) <input type="checkbox"/> English 12 (<i>1 credit</i>)*
Mathematics <i>(Updated Track Effective 2021-2022)</i> Four credits to include:	<input type="checkbox"/> Geometry with Data Analysis (<i>1 credit</i>) <input type="checkbox"/> Algebra I with Probability* (<i>1 credit</i>) <input type="checkbox"/> Algebra II with Statistics; Algebra w/Finance; Career Mathematics (<i>1 credit</i>) <input type="checkbox"/> Additional Math Credit from <i>Alabama Course of Study: Mathematics</i> OR an approved Computer Science Course, OR an approved <u>Dual Enrollment Equivalent</u> (<i>1 credit</i>)*
Science Four credits to include:	<input type="checkbox"/> Biology (<i>1 credit</i>) <input type="checkbox"/> A Physical Science (Chemistry, Physics, or Physical Science) (<i>1 credit</i>) <input type="checkbox"/> Additional Credit from <i>Alabama Course of Study: Science</i> OR an approved <u>Dual Enrollment Equivalent</u> (<i>1 credit</i>) <input type="checkbox"/> Additional Science Credit from <i>Alabama Course of Study: Science</i> , OR an approved <u>Dual Enrollment Equivalent</u> (<i>1 credit</i>)
Social Studies Four credits to include:	<input type="checkbox"/> World History (<i>1 credit</i>) <input type="checkbox"/> United States History I (<i>1 credit</i>) <input type="checkbox"/> United States History II (<i>1 credit</i>) <input type="checkbox"/> United States Government (<i>0.5 credit</i>) <input type="checkbox"/> Economics (<i>0.5 credit</i>)
Required Electives 5.5 credits to include:	<input type="checkbox"/> Lifelong Individualized Fitness Education (LIFE PE)- (<i>1 credit</i>) <input type="checkbox"/> Health Education- (<i>0.5 credit</i>) <input type="checkbox"/> Career Preparedness- (<i>1 credit</i>) <input type="checkbox"/> Career & Technical Education <u>and/or</u> World Language <u>and/or</u> Arts Education- (<i>Total of 3 credits</i>)
Additional Electives	<input type="checkbox"/> See Counselor for 2.5 Approved Courses
Total Credits = 24 +	

*Academic Dual Enrollment will substitute for English Language Arts 12 or the Additional High School Mathematics Credit, so long as the qualifying student earns a passing grade in the Dual Enrollment Course.

Alabama High School Graduation Requirements (*Clarified April 2018*). Retrieved from <https://www.alsde.edu/sec/sct/Graduation%20Information/AHSG%20Requirements%20May%202018.pdf>

ACADEMIC HONOR ROLLS

- A.** Any student in grades 1-12 with all “A”s in all academic subjects will qualify for the “A” Academic Honor Roll.
- B.** Any student in grades 1-12 who earns a combination of “A’s and “B”s in all academic subjects will qualify for the “A” Academic Honor Roll.
- C.** Any student in grades 1-12 who earns “B” grades in all academic subjects will qualify for the “B” Academic Honor Roll.
- D.** Conduct, effort, and attendance will not be factors in identifying students for academic honor rolls.
- E.** Any student in kindergarten with all “E”s in all academic subjects will qualify for the “A” Academic Honor Roll.
- F.** Any kindergarten student who has a combination of “E”s and “G”s in all academic subjects will qualify for the “A-B” Academic Honor Roll.
- G.** Any kindergarten student with “G” grades in all academic subjects will qualify for the “B” Academic Honor Roll.
- H.** Students who fail due to excessive absences as outlined in the CCS Attendance Policy on pages 8-13 of the Student Code of Conduct are not eligible for academic honor roll.

CLASS RANK & SELECTION OF VALEDICTORIANS AND SALUTATORIANS (8th Grade and 12th Grade)

- A.** In the fall of their senior year, seniors will be given a Grade Point Average (GPA) and a class ranking for college applications and scholarships. This GPA will only include ALL attempted Carnegie units.
- B.** Valedictorians and Salutatorians must have been enrolled at the high or middle school for at least three consecutive semesters before graduation.

Basis for determining Valedictorians and Salutatorians for Middle Schools

The Valedictorian and Salutatorian for Middle School will be selected after the 3rd Nine Weeks so that all coursework is included in the calculation of the final GPA. The criteria for selection of 8th Grade Valedictorians and Salutatorians are as follows:

- 8th Grade class rank will be determined based on all yearly averages earned in 6th Grade through the 3rd nine weeks of 8th grade.

Basis for determining Valedictorians and Salutatorians for High Schools

The Valedictorian and Salutatorian for High School Seniors will be selected after the 2nd Semester so that all coursework is included in the calculation of the final GPA. The criteria for selection of High School Valedictorians and Salutatorians are as follows:

- Senior class rank will be determined based on all semester averages earned from 9th Grade through the 2nd semester of 12th Grade.
- All Senior Grades should be posted by the last Friday in April of each academic year.
- The first level of selection will be the standard weighted GPA calculated using alphabetic grades earned for courses on a four-point (4) scale. The GPA will be calculated to the 4th decimal place. If there is a tie, the numeric weighted GPA using numeric averages earned for courses will be calculated to the 4th decimal place.

Selection of Honor Students

The criteria for the selection of Honor students are as follows:

- Honor students must have a cumulative overall GPA of 3.5.
- 8th-grade honor students will be determined based on grades earned in 6th- the 3rd nine weeks of 8th grade.
- Senior honor students will be determined based on grades earned in 9th- the 3rd nine weeks of 12th grade.
- **Students who fail due to excessive unexcused absences, as outlined in the CCS Attendance Policy on pages 8-13 of the Student Code of Conduct, are not eligible for Valedictorian or Salutatorian.**

Policy for Early Graduates

Conecuh County Schools recognizes and appreciates that some students qualify for graduation before the end of the school year. Those students identified by the principal of Genesis Innovative School or the principal of Hillcrest High School

Students who follow the Credit Advancement may be considered for Early Graduation.

Policy instituted by Conecuh County Schools. The Credit Advancement Policy will lead to Early Graduation up to one (1) year in advance of the student's cohort. Students will be recognized as Early Graduates at the May Graduation Ceremony but will not be eligible for the positions of Valedictorian or Salutatorian. Early graduates can qualify as Honor Students in the current graduating class. Instead, students will be individually recognized with the Honors Distinction of Early Graduate. These Early Graduates will receive their high school diplomas ahead of all other students in the current graduating class. The principal will share a brief biography of each Early Graduate to acknowledge the student's accomplishment.

Students may also graduate one semester early by completing their graduation requirements in December of their senior year. These Early Graduates will return in May to participate in commencement exercises and will be eligible to receive the distinctions of Valedictorian and Salutatorian with their cohort. (Note: *A student can only remain enrolled on a high school campus with a full academic schedule.*)

All Early Graduate students must attain a College and Career Readiness Indicator before participating in a ceremony. Students must also show evidence of preparation for life after high school graduation in the form of college acceptance and enrollment, military enlistment, or evidence of employment.

TRANSFERS INTO THE SYSTEM

1. Transfers from district-approved Accredited Schools (State or Regional)

- a. A student entering Conecuh County Schools from an accredited school is placed conditionally until his/her records are received from the school previously attended.
- b. If a student transfers to another school during the school year, records will not be forwarded until the receiving school requests them. Transfer Records should not be given to parents to deliver to the receiving school.
- c. If a student transfers to another school that is not in the system, the originating school should send a copy of the cumulative card to the receiving school upon written request.

2. Transfers from Non-accredited Schools (State, Regional, or Home)

- a. A student entering Conecuh County Schools from a non-accredited school should be evaluated for grade/course placement by the school principal or his/her designee.
- b. Placement will be determined using various data sources, including transcripts and standardized test scores.
- c. For students in grades 9-12, academic core courses will be validated by the student passing a content-based, course-specific test developed by the school system.
- d. The validation test may be administered in the school setting. Schools should contact the Office of Curriculum & Instruction for guidance. Guidelines are listed in the Alabama Administrative Code (AAC) 290-3-1-.02(7) (k)

3. Transfers of Students with Disabilities- IEPs for Transfer Students

- a. In State Transfers. In the case of a child with a disability who transfers within the same school year, who enrolls in a new school (Conecuh County Schools), and who had an IEP that was in effect in Alabama, the new public agency, in consultation with the parents, must provide FAPE to a child, including services comparable to those described in the child's previously held IEP, until the new public agency adopts the previously held IEP or develops, adopts, and implements a new IEP.
- b. Out-of-State Transfers. In the case of a child with a disability who transfers within the same school year, who enrolls in a new school (Conecuh County Schools), and who had IEP that was in effect in a previous public agency in another state, the new public agency, in consultation with the parents, must provide the child with FAPE, including services comparable to those described in the previously held IEP, until the new public agency conducts a new evaluation (if determined to

be necessary by the new public agency) and determines eligibility. If an evaluation is deemed necessary by the IEP Team, that evaluation will be considered an initial evaluation. If the parents refuse consent for the initial evaluation, the public agency may but is not required to initiate mediation and/or a due process hearing to override the parent's refusal.

- c. The new public agency (Conecuh County Schools) in which the child enrolls must take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous public agency in which the child was enrolled, and the previous public agency in which the child was enrolled must take reasonable steps to respond to such request from the new public agency promptly.

4. Advanced Enrollment

A student who is not a resident of the state of Alabama or Conecuh County shall be permitted to register to enroll in Genesis Innovative School by remote means before the commencement of the student's residency in Conecuh County if all of the following apply:

- a. A parent or legal guardian is on active military duty and has been transferred to or is pending transfer to a military installation or reservation in Alabama or Conecuh County.
- b. Upon request by the Conecuh County Board of Education, a parent or legal guardian provides a copy of the official military order transferring to a military installation or reservation in Alabama or Conecuh County.
- c. A parent or legal guardian completes and submits the board of education's required enrollment forms and documentation, except that proof of residency is only required once the student physically transfers to this state. At this time, the student must provide proof of residency before commencing attendance. The Conecuh County Board of Education shall make available to a student who registers to enroll under this section the same opportunities for school assignment and selection of courses and sporting activities as those offered to resident students. *Ala. Code § 16-28-60 (1975)*

GRADING/PROMOTION/RETENTION FOR STUDENTS WITH DISABILITIES

- A. Accessibility of the Child's IEP. Each public agency (Conecuh County Schools) must ensure that the child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider responsible for implementing the IEP. In addition, each teacher and provider must be informed of their specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child per their IEP. When revisions are made to the IEP, the persons responsible for IEP implementation must be informed of the changes.*Persons Responsible for IEP Implementation* form used to document
- B. Accessibility of the Child's IEP.

GRADING SCALE (Numerical Basis for Grades) FOR STUDENTS WITH DISABILITIES

- A. The scales to be used in determining grades for a student are:

Kindergarten GRADING SCALE	
E = Excellent (Grade equivalent to an A)	90 - 100
G= Good (Grade equivalent to a B)	80-89
S = Satisfactory (Grade equivalent to a C)	75-79
N = Needs Improvement (Grade equivalent to a D)	70-74
U = Unsatisfactory (Grade equivalent to an F)	0 - 69

1st -12th Grade GRADING SCALE	
A = Excellent/Exceeds Standard	90 - 100
B = Good/Meets Standards	80 - 89
C = Satisfactory/Partially Meets Standards	70 - 79
D = Needs Improvement/Meets Few Standards	60 – 69
F = Unsatisfactory/Failure	0-59

- B. Each annual goal on the IEP will be evaluated according to the criteria stated.
- C. Progress reports (indicating whether the continued progress is sufficient to meet the yearly goal) will be sent to parents by timelines established in the IEP.
- D. The teacher(s) must be able to provide evidence to justify all subject area grades and the evaluation listed for an IEP goal.

EVALUATION OF STUDENTS WITH DISABILITIES

- A. General education teachers are to ensure that students with disabilities in general education courses are not penalized because of time spent out of the general education program for resource instruction.
- B. A student with a disability should not be expected to do all the class activities missed while participating in a resource program. If a test is missed because of participation in a resource program, a provision is to be made for a make-up test without penalty to the student.
- C. Self-contained students will receive instruction at the appropriate level and be graded on their progress according to their IEP.

GIFTED PROGRAM DEFINITION

- A. Intellectually gifted children and youth perform at or have demonstrated the potential to perform at high levels in academic or creative fields compared to others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, economic strata, and all areas of human endeavor. Gifted students may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with disabilities may be gifted.
- B. The Conecuh County School System shall prohibit discrimination against any student based on the above regarding his/her participation in the gifted program.
- C. The Alabama Administrative Code requires that LEAs utilize various service delivery options, including, but not limited to, resource room pull-out, consultation, mentorships, advanced classes, and independent study. The general education program must accommodate gifted students' need for complexity and accelerated pacing. Accommodations may include flexible skills grouping, cluster grouping with differentiation, curriculum compacting, subject and grade acceleration, dual enrollment, and advanced classes. Each LEA must establish and implement a procedure for considering any subject or grade acceleration requests.

D. Conecuh County has selected the following gifted service delivery options:

GIFTED SERVICE DELIVERY OPTIONS	
K-2	Consultative services from the gifted specialist provided in the regular classroom setting (e.g., extra materials, learning centers)
3-8	Traditional pullout services for 3-5 hours a week
9-12	Advanced core curriculum classes provided by qualified regular or gifted educators; Electives in a variety of talent areas (art, music [choral and instrumental], technology, foreign languages) taught by qualified instructors; Counseling services for college and career preparation

GIFTED REFERRAL PROCESS

- A. Gifted students are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, economic strata, and all areas of human endeavor.
- B. Teachers, counselors, administrators, parents or guardians, peers, self, or others with knowledge of the student’s abilities may refer to a student. Additionally, using a gifted behavior checklist, all second-grade students will be observed as potential gifted referrals.
- C. Information is gathered on each student referred to in the areas of Aptitude, Characteristics, and Performance. The data is entered into a matrix, and points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.
- D. Contact the principal or counselor at your child’s school to make a referral.

The Conecuh County School System will select and administer tests and evaluative materials that are sensitive to cultural, economic, and/or linguistic differences and appropriate for special populations such as sensory-impaired, LEP, or physically impaired students. Students from underrepresented groups will have both verbal and nonverbal abilities assessed (and creativity when appropriate) before being determined ineligible.

Evaluation of Gifted Students Elementary Students Only Elementary Resource Room Pull Out

- A. General education teachers are to ensure that students are not penalized because of time out of the regular program to participate in the gifted program.
- B. A gifted student should not participate in class activities while participating in the program, and the number of grades should be adjusted accordingly. However, gifted students are expected to complete all homework assignments.
- C. If a test is missed because of participation in the program, a provision is to be made for a make-up test without penalty to the student. Since a student will miss the same day of regular class each week, provision may need to be made for the student to make up scheduled tests regularly (e.g., Friday spelling tests could be administered on Thursday).
- D. If a gifted student does not perform satisfactorily in the majority of his/her regular program classes, a parent conference will be scheduled. A Gifted Specialist should participate in the conference. A gifted student may not be denied gifted services because of classroom performance or behavior without written consent from the parent.
- E. Acceleration—Any student enrolled in the district may be referred for acceleration consideration by a general education teacher, administrator, gifted specialist, guidance counselor, or parent/guardian. All requests for acceleration must be made to the principal. The principal will follow the Conecuh County Board of Education Acceleration Procedures. A copy of these guidelines may be obtained from the principal or Special Education Coordinator.

GENERAL GRADING PROCEDURES/REGULATIONS FOR ENGLISH LEARNERS – ELs

- A. Each school will follow specific procedures for identifying ELs. The Alabama State Department of Education has established requirements and guidelines regarding programs and services for English language learners under Title III, Part A, Subpart 1, of No Child Left Behind, 2001.
- B. Guidelines for Classroom Teachers of ELs
 - a. The same methods and criteria applied to the peers of ELs cannot always be used to assess students who lack English language proficiency.
 - b. Teachers should maintain high expectations for student learning while providing accommodated lessons and assignments so ELs can progress.
- C. Assessments should be accommodated so that ELs can demonstrate their knowledge and skills. Accommodations must be documented on all assignments and/or assessments.
- D. Grades should be based on work that has been accommodated to diminish language barriers. Teachers will use the ESL Grading Guidelines document for guidance.
- E. If a student **can** demonstrate knowledge and skills in a particular subject, i.e., math, he/she should be assigned an achievement grade.
- F. ELs **must not fail in a content area because of a lack of English language proficiency**. Appropriate instructional accommodations are the key to proper grading.
- G. Language-minority students may receive failing grades and may be retained when their failure is due to problems other than those caused by lack of language proficiency (e.g., participation). **All students are required to participate in the learning process**, in direct or accommodated methods. **Failure to participate requires that a failing grade be sent to parents**. No student should be left behind in the learning process, and no EL should be failed or retained without proof of accommodated instruction being provided.
- H. ELs' involvement in the learning process should not be postponed because of language limitations. Teachers should find ways to include ELs in the learning process and non-meaningful grades should not be assigned to ELs.
- I. Specific accommodations and strategies should be used to assist ELs. The Office of Curriculum & Instruction will provide specific training to grade-level and content-area teachers on accommodating ELs.
- J. Alternative assessment is a preferred option for **beginning** ELs (non-English proficient or limited-English proficient). Examples include, but are not limited to, asking students to prepare portfolios, present projects or oral reports, make lists, and other products that express what students have learned.
- K. Under the leadership of the EL Committee, teachers will document the instructional services provided to and progress made by each EL.
- L. All progress reports and daily or weekly grades sent home by the teacher should be explained on the EL progress report so that the parents will understand precisely where the student is performing regarding educational goals. Copies of graded work should be kept in the profile folder of each EL, along with documentation of accommodations provided.
- M. **Students in grades 9-12** must be allowed to earn credits toward graduation. Students should be given grades on accommodated work as outlined above.
- N. **Summary**
 - a. ELs must receive accommodated content work when needed.
 - b. Grading is based on accommodated work.
 - c. ELs must not fail based on a lack of English language proficiency.
 - d. Grades placed in a student's cumulative folder must reflect the student's academic achievement in grade-level academic content and student academic achievement standards.
 - e. Students participating in pull-out ESL instruction should receive grades for learning in that context.
 - f. All schools serving ELs must be able to demonstrate progress in the achievements of their language-minority students. Accommodations should be measurably adequate.
 - g. State Mandated Testing
 - h. Only ELs in their first year of enrollment in an English-speaking US school may be excluded from specific tests.

- i. At this time, all other ELs participate in state assessments. The Testing Coordinator and EL Coordinator will keep schools apprised of current requirements.

STATE TESTING REGULATIONS FOR SPECIAL POPULATIONS

- A. Alabama requires all students, including students with disabilities receiving special education services with an Individualized Education Program (IEP), students with disabilities receiving 504 services with a 504 Plan, English Learner (EL) students with an Individual English Language Plan (I-ELP) to participate in the Alabama Student Assessment Program as well as to earn the necessary Carnegie units to meet high school graduation requirements. All students must be included to the fullest extent possible in all assessments and have their results included in the state accountability system. This required participation is supported by federal legislation. All assessments are available in English only; therefore, all students, including EL students, must take state assessments as written in English. Documentation regarding participation in the Alabama Student Assessment Program must be made on the appropriate Participation Documentation form.
- B. Students Eligible for Accommodations on State Assessments. In Alabama, students must be eligible and already receiving special education services, 504 services, or English language instructional services in a pull-out program or in the regular classroom to qualify for testing accommodations. Accommodations should be provided to ensure that each student receives individual consideration of his or her disability or limited English proficiency. However, an accommodation should not be provided if it changes the nature, content, or integrity of the test.
- C. All decisions regarding participation in the testing program and/or accommodations must be made on an individual basis and will be justified and documented in the IEP, 504 Plan, and/or LEP Plan. Accommodations are only those that have been practiced regularly in the classroom when the student receives instruction and/or takes subject area tests. These decisions must be reviewed annually or more often as needed.

SUMMER SCHOOL

Any summer school or twilight program in the Conecuh County Schools system will be conducted by the Southern Association of Colleges and Schools (AdvancED) accreditation standards.

- A. If credit is desired, a student must secure written approval from the principal of the school he/she is presently attending prior to enrollment in any school other than the school he/she is presently attending.
- B. If a course is offered at a Conecuh County summer school, credit will not be given for that course taken at another school. The principal must approve any exception before enrollment.

EXCHANGE OF INFORMATION/TRANSFER OF RECORDS

- A. Transfer During The Year
 - o If a student transfers to another school during the school year, records will not be forwarded until the receiving school requests them. Transfer Records should not be given to parents to deliver to the receiving school.
 - o If a student transfers to another school outside the system, the originating school should send a copy of the cumulative card to the receiving school upon written request.
 - o If a student transfers to another school within the CCS system during the school year, the originating school should send copies of the following and keep the originals:
- B. Transfer/Withdrawal Notice (form)
- C. Grade Summary Sheet (report card)
- D. Blue Card
- E. Written Request of Records from the receiving school: (Should be provided within 48 hours by the receiving school)
- F. Withdrawal form
- G. State standardized test results (labels should be placed on the cumulative records by the sending school.)
- H. Grade/Credit Recovery Documentation Forms (As Applicable)
- I. Cumulative Record card – send original, keep a copy
- J. Immunization Certificate
- K. Student Health Folder, Annual Health Screening Record, and Individual Medication Chart
- L. Educational Planning Worksheet

- M. Copy of Social Security Card (voluntarily submitted by parent)
- N. Copy of Birth Certificate
- O. 504 Plan records, ESL records, and RTI records (all hand-delivered and signature receipt received).
- P. ESL folders, if applicable, must be hand-delivered
- Q. Final Grade Summary Report (report card)
- R. Registration card (students with disabilities only)
- S. Academic/Career Plan and Career Interest Inventory, Grade 8
- T. Documentation of parental understanding of high school graduation requirements.
- U. Special Education Records
 - o Eligibility and IEP folders for students with disabilities must be delivered according to the Department of Special Education guidelines.
- V. End-of-the-Year Transfer to the Next Grade Span
 - o Within fifteen (15) work days after the end of the school year, the “sending” school principal must furnish all “receiving” schools with a comprehensive list, with addresses, of all regular program students being promoted to the “receiving” school. (For example, an elementary school would send the list of regular program 5th graders being promoted to the 6th grade to the receiving middle school.)
 - o Within fifteen (15) working days after the end of the school year, copies of the following records must be sent to the receiving school for that student:
- W. Immunization Certificate
- X. Educational Planning Worksheet
- Y. Cumulative Record Card
- Z. Grade/Credit Recovery Documentation Forms (As Applicable)
- AA. Student Health Folder, Annual Health Screening Record, and Individual Medication Chart
- BB. State standardized test results (labels should be placed on the cumulative records by the sending school.)
Since assessment results may be received after August in the succeeding academic year, Assessment results should be sent within 15 days of receipt.
- CC. Home Language Survey form
- DD. Copy of Social Security Card
- EE. Copy of Birth Certificate
- FF. 504, ESL, RTI records (all hand delivered and signature receipt received).
- GG. ESL folders, if applicable, must be hand-delivered
- HH. Final Grade Summary Report (report card)
- II. Registration card (students with disabilities only)
- JJ. Academic/Career Plan folder & Career Interest Inventory (Grade 8)
 - o Include all items listed above with each student’s cumulative record. Alphabetize the folders. (labels should be placed on cumulative records by the sending school)
 - o All records from the sending school must be forwarded to receiving schools within five (5) working days after the end of summer school.
 - o Within fifteen (15) work days after the end of the school year, eligibility folders for students with disabilities, ELs, and 504 plans, and all records listed in 15.b.(2) will be hand-delivered to the receiving schools. Records must be signed for by receiving schools.
 - o After the 20th day of the school year, all schools will have returned student records to the sending schools.

OBTAINING ACCURATE DROPOUT DATA

Secondary school principals will follow procedures established by the school district for documenting student movement out of their buildings. Documentation includes student exit interview forms, monthly dropout reports, the summer complete report, no-show reports, letters of request, and other records verifying the new location of the exiting student.

CREDIT RECOVERY

By the guidelines of the Alabama Department of Education (ALSDE), Conecuh County Schools will offer students

who have received failing grades of 40 or above (on a 100-point scale) in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course.

Credit Recovery Student Eligibility, Admission, and Removal

- Students can apply for credit recovery if their final grade in a course required for graduation is 40 or above. Alternatively, a student can choose to repeat a course during the next regular school term. Students without a baseline average of 40 or above (on a 100-point scale) must repeat the entire course. (*The application is available in the Appendix.*)
- Students must complete an application to request placement in a Credit Recovery Program. The student and parent/guardian must sign the application to consent to placement in the program and to acknowledge agreement with the terms of admission and program requirements.
- Students may be removed from a Credit Recovery Program at the discretion of the administrator supervising the program for circumstances involving severe or repeated misbehavior, failure to adhere to program attendance requirements, or failure to make adequate progress toward meeting remediation requirements.

Credit Recovery Program Authorization and Operation

- A tuition fee must be paid to participate in the program for each ½ credit course, and it is nonrefundable should the student be dismissed from the program.
- The Credit Recovery Program will operate outside regular school hours during the school year and two three-week terms during Summer School. Students may enroll in one Credit Recovery Course during the school year.
- Upon successful completion of one course, they may enroll in another course.
- Students may recover up to (2) total Carnegie Units during Summer School.
- Credit Recovery course offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses.

Credit Recovery Instructional Content and Curriculum

- A. ACCESS Distance Learning Credit Recovery Courses will be the primary source of instruction for students, providing them with the instructional content and curriculum.
- B. ACCESS Distance Learning Credit Recovery Courses permit students to prove mastery in units, allowing them to move past units in which they are proficient and concentrate on units in which they need additional work.
- C. ACCESS Distance Learning Credit Recovery Courses contain a pretest to determine the level of student mastery. If the student scores 70% or better, he/she continues to the next module. With a score of less than 70%, the student must complete regular coursework for that module and a post-test to move to the next module.
- D. All ACCESS Distance Learning Credit Recovery Courses maintain a high degree of rigor. Students who do not meet pretest mastery are expected to complete all assigned coursework.
- E. Current ACCESS Distance Learning Credit Recovery Courses include:
 - a. **Math**- Algebra I, Algebra IA, Algebra IB, Geometry, Geometry A, Geometry B, Algebra
 - b. II, Algebra II w/Trig, Algebraic Connections, Precalculus
 - c. **English**- English 9, English 10, English 11, English 12
 - d. **Social Studies**- World History, US History I, US History II, US Government, Economics **Science**- Biology, Physical Science, Chemistry, Environmental Science
- F. For courses not offered through ACCESS Distance Learning, the A+ Anywhere System will be used. Students will take a Course Pretest for the failed subject. Each Pretest will identify the standards not already mastered, and the program will assign lessons to the student matched to his/her non-mastered standards. Once a student has completed all the assigned lessons in his/her course, he/she will take the Course Post-test for the subject(s).
- G. Students will be released from the Credit Recovery Program upon completing individual remediation plans regardless of the number of hours of instruction.

- H. The National Collegiate Athletic Association (NCAA) does not recognize Credit Recovery for course credit. Student-athletes should be advised accordingly.

Credit Recovery Grades and Credit

- A. A maximum grade of 70 may be awarded in a Credit Recovery course.
- B. Grade forgiveness will replace the original failing grade with the Credit Recovery grade when computing grade-point averages.
- C. The original failing grade must remain on the transcript.

CREDIT RECOVERY GRADING SCALE	
Credit Recovery Grade	Final Transcript Grade
90-100%	70-C
80-89%	67-D
70-79%	65-D
60-69%	60-D
59% and Below	Actual Score-F

CREDIT ADVANCEMENT POLICY

School systems may offer students who exhibit proficiency beyond the level required for all students for an individual course the opportunity to pursue Credit Advancement as an alternative to the traditional Carnegie Unit approach to course completion if offered by the local school system.

For a student to be eligible for Credit Advancement, they must:

- A. Be recommended by a current or former teacher of the subject/course being considered for Credit Advancement.
- B. Have criterion-referenced or norm-referenced test scores that support an above-grade-level content proficiency in the subject/course being considered for Credit Advancement.
- C. Complete a Request for Credit Advancement form signed by the parent or guardian, the high school counselor, and the principal.

Instructional Content and Curriculum

- A. ACCESS Distance Learning Credit Advancement Courses or a third-party software program will be the source of instruction to provide students with the instructional content and curriculum.
- B. ACCESS Distance Learning Credit Advancement Courses permit students to prove mastery in units, allowing them to move past units in which they are proficient and concentrate on units in which they need additional work. Completing a Credit Advancement course will enable students to move forward into the next course in the sequence of that content area.
- C. ACCESS Distance Learning Credit Advancement Courses contain a pretest to determine the level of student mastery. If the student scores 85% or better, he/she continues to the next module. With a score of less than 85%, the student must complete regular coursework for that module and a post-test to move to the next module.
- D. All ACCESS Distance Learning Credit Advancement Courses maintain a high degree of rigor. Students in Credit Advancement courses will be expected to complete all assigned coursework when pretest mastery is not met.
- E. Current ACCESS Distance Learning Credit Advancement courses include:
 - a. **Math**- Algebra I, Geometry, Algebra II, Algebra II w/Trig, Algebraic Connections, Precalculus
 - b. **English**- English 9, English 10, English 11, English 12
 - c. **Social Studies**- World History, US History I, US History II, US Government, Economics

- d. **Science**-Biology, Chemistry, Physics, Physical Science
- F. The National Collegiate Athletic Association (**NCAA**) **may need to recognize Credit Advancement for course credit**. Student-athletes should be advised athletes accordingly based on NCAA Credit Advancement Guidelines.

GRIEVANCE/COMPLAINT PROCEDURES

Definition of a Grievance: A grievance is a written complaint filed by a person who believes that a Conecuh County employee has misbehaved or has otherwise caused the grievance to suffer a hardship or a wrong. Grievances may be made by parents, guardians, third parties, employees, and students.

Discrimination Grievance (Title IX, ADA, Title VI, and Section 504)

ANTI-DISCRIMINATION POLICY

The Conecuh County Board of Education shall not discriminate based on race, color, national origin, sex, religion, age, or disability in any of its programs, services, or activities. It is the policy of the Board of Education to comply fully with Section 504 of the Rehabilitation Act ("Section 504"), Title II of the Americans with Disabilities Act ("Title II"), Title IX of the Education Amendments ("Title IX"), Title VI of the Civil Rights Act ("Title VI") and any other applicable state or federal laws. Prohibited actions include, but are not limited to, harassment, denial of opportunities or benefits for discriminatory reasons, and retaliation for complaints filed. The Board of Education may contact the Superintendent.

The Board of Education shall utilize the following grievance procedures to provide for prompt and equitable resolution of complaints made by parents, guardians, third parties, and students alleging discrimination on the basis of race, color, national origin, sex, religion, age, or disability committed by employees, students, or third parties.

LEVEL I

1. The grievant must provide the following information to the school principal/supervisor on the Grievance Complaint Form for Discrimination: (1) the name and address of the person making the complaint, (2) the name of the school district employee or other individual whose decision or action is at issue, (3) a description of the alleged violation, including dates and times of incidents (4) the type of discrimination alleged and (5) each specific resolution desired.
2. The Complaint Form shall be personally delivered or mailed to the principal/supervisor within 60 calendar days after the grievant (parent, guardian, employee, third party, and student who has a complaint) becomes aware of the alleged violation of discrimination. Any additional documentation the grievant wishes to be considered in the investigation should be attached to the Complaint Form.
3. In the event the complaint is regarding the school principal/supervisor, the grievant must provide the following information to the Superintendent: (1) the name and address of the person making the complaint, (2) the name of the school district employee or other individual whose decision or action is at issue, (3) a description of the alleged violation, including dates and times of incidents (4) the type of discrimination alleged and (5) each specific resolution desired. According to the grievance procedures, the Superintendent may appoint a designee to handle the complaint against the principal/supervisor. The Superintendent shall follow the grievance procedures below instead of the principal/supervisor.
4. The principal / supervisor shall schedule a meeting with the grievant within five (5) school days after submitting the written complaint to the principal/supervisor.
5. The principal / supervisor shall investigate the facts necessary before making a decision. These procedures contemplate informal but thorough investigations, affording all interested persons, if any, an opportunity to submit evidence and witnesses relevant to the complaint.
6. The principal / supervisor shall provide a written response to the complaint, unless good cause for delay is shown, within ten (10) school days of the meeting with the grievant. The response will include the principal's / supervisor's decision regarding the resolution of the grievance and the basis for the decision. The response need not disclose all information received during the investigation to protect the individuals who, in good faith, participated in the investigation. The response shall not disclose

confidential information regarding other students or employees.

LEVEL II

1. If the grievant is dissatisfied with the principal's / supervisor's decision, the grievant may appeal the decision to the Superintendent /designee. The appeal must be made in writing, personally delivered, or mailed to the Superintendent/designee within five (5) school days of the grievant receiving the principal's / supervisor's decision. If the grievance was regarding the school principal/supervisor and originally made with the Superintendent's designee, proceed directly to Step 10 of the procedures. If the grievance about the school principal/supervisor was made initially with the superintendent, proceed to step 9.
2. The Superintendent/designee shall review the written documents and may schedule and hold a conference with the grievant, principal, supervisor, or other individuals the Superintendent /designee determines appropriate.
3. The Superintendent shall issue a written determination as to the appeal and its resolution to the grievant within fifteen (15) school days after the grievant submits the appeal unless good cause for delay is shown. The written determination need not disclose all information received during the appeal to protect the individuals who, in good faith, participated in the appeal process. The written determination shall not disclose confidential information regarding other students or employees.

LEVEL III

1. If the grievant is dissatisfied with the Superintendent's designee's decision, the grievant may appeal it to the Superintendent. The appeal must be made in writing, personally delivered, or mailed to the Superintendent within five (5) school days of the grievant receiving the designee's decision.
2. The Superintendent shall review the written documents and may schedule and hold a conference with the grievant, principal, supervisor, or other appropriate individuals.
3. The Superintendent shall issue a written determination as to the appeal and its resolution to the grievant within a reasonable time after the grievant submits the appeal. The written determination need not disclose all information received during the appeal to protect the individuals who, in good faith, participated in the appeal process. The written determination shall not disclose confidential information regarding other students or employees. The superintendent's decision is final.
4. In the event a person files a complaint under multiple areas or otherwise has several avenues available under the Board of Education policies and procedures, those policies and procedures may be consolidated to achieve a prompt and equitable resolution of the complaints when doing so will not deprive the grievant of any rights granted under any of the separate policies and procedures. However, under no circumstances shall the filing of a grievance complaint stay or otherwise delay other administrative proceedings.
5. The Board of Education will take all appropriate steps to prevent the recurrence of any discrimination identified in this policy and correct discriminatory effects on the grievant and others, if applicable.
6. Individuals shall not be subjected to retaliation because they filed a grievance appeal or participated in an investigation under the grievance procedures.

Grievance Complaint Form

(This form may be completed by parents, guardians, third parties, and/or students)

I. Name of Person Making Complaint: _____

Address: _____

Phone: _____

II. Name(s) of each school district employee or other individual(s) whose decision or action(s) is an issue

Name: _____ School/Dept: _____

Name: _____ School/Dept: _____

Name: _____ School/Dept: _____

III. Please describe the alleged violation of each individual whose action is an issue, including dates and times of action or incidents. (Please Print.) You may attach additional pages to the form.

IV. Please list each specific resolution desired.

V. Please attach any additional documentation for which consideration is desired.

VI. My other grievance(s) (if applicable) are for:

Gifted Procedures and Practices

Form attached

Discrimination

Form attached

Based on race, color, national origin, sex, religion, age, or disability (Title IX, ADA, Title VI, and Section 504)

Complaint / Grievance

Form attached

Based on the belief that an employee has acted improperly or has otherwise caused the grievant/complainant to suffer hardship or wrong.

VII. In the event that a person files a complaint under multiple areas or otherwise has several avenues available under the Board of Education policies and procedures, those policies and procedures may be consolidated to achieve a prompt and equitable resolution of the complaints when doing so will not deprive the grievant of any rights granted under any of the separate policies and procedures. However, under no circumstances does the filing of a grievance complaint stop or delay other administrative proceedings.

VIII. This form and any additional supportive documentation shall be personally delivered or hand-mailed to the school principal or supervisor. In the event the complaint is made against the principal/supervisor, this form and any additional documentation shall be personally delivered or hand-mailed to the Superintendent.

Principal's/Supervisor's Details of Actions Taken:

Signature of Complainant/Parent

Date

Signature of Supervisor

Date

\

Suspension Appeal Form (Out of School Suspension or Bus Suspensions)

Date: _____

Student:: _____ School: _____ Grade: _____ DOB: _____

TO WHOM IT MAY CONCERN:

My child was suspended on _____ from _____
(Date) (School or Bus#)

For the period indicated below

Length of Suspension: _____ **Dates of Suspension:** From: ___/___/___ To ___/___/___

I am appealing: (Check all that apply)

_____ **The Principal’s Decision to Suspend My Child**

_____ **Information written on the office referral**

Because:

And I would like for the committee to consider the following:

Parent/Legal Guardian Printed Name: _____

Parent/Legal Guardian Signature: _____

Address: _____

Home #: _____ Cell #: _____

A copy of the referral must be attached to this appeal. All appeals must be hand-delivered to the address listed below, mailed via the United States Postal Service, faxed, or hand-delivered within five school days of suspension.

**Conecuh County Board of Education
1455 Ted Bates Rd
Evergreen, AL 36401
Phone: 251-578-1752
Fax: 251-578-706**

Bullying/Harassment Complaint Form

Student Name: _____ **School:** _____

Person Reporting: _____

Location of Incident: _____ **Date of Incident:** _____ **Time:** _____

Specific Description of Bullying/Harassment Complaint

Please attach any additional documentation for which consideration is desired in investigating this complaint.

Signature of Person Reporting: _____

Date Submitted to Principal: _____

The Conecuh County Board of Education prohibits all forms of bullying and harassment against students. The Board's anti-bullying and harassment policy can be found in the *CCS Code of Conduct/Student Handbook*. The Alabama Code defines harassment as follows:

Ala. Code 16-28B-3. HARASSMENT. A continuous pattern of intentional behavior that takes place on school property, on a school bus, or at a school-sponsored function including, but not limited to written, electronic, verbal, or physical acts that are reasonably perceived who has a particular characteristic, if the characteristic falls into one of the categories of personal traits contained in the model policy adopted by the department or by a local board. To constitute harassment, a pattern of behavior may do any of the following:

- A. Place a student in reasonable fear of harm to his or her person or damage to his or her property.
- B. Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.
- C. Have the effect of substantially disrupting or interfering with the orderly operation of the school.
- D. Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function.
- E. Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student.

Details of Action Taken

Administrator's Signature: _____ **Date:** _____



Conecuh County Board of Education

Coretta Boykin, Ed.D, President- District 4
 Jan Hayes, Vice President- District 2
 Willene J. Whatley- District 1
 Janice Downing- District 3
 Mary Bradley-Ray- District 5

Tonya Dukes-Bozeman, EdD

Credit Recovery Registration Form

Student's Name: _____ **Grade Level:** _____

Course Failed	Course Grade	School Year Failed	Portion Failed <small>1st Sem, 2nd Sem, Both</small>	Course Fee	Date Course Fee Paid

Return the Credit Recovery Registration Form and payment of \$75.00 for one (1) course or \$150.00 for two (2) courses to the bookkeeper in the HHS Main Office. ***Payment will only be accepted in the form of CASH or MONEY ORDER.

The fee(s) are nonrefundable if the student 1) does not complete the course(s) by deadline, 2) is dismissed from the program, or 3) fails the course.

I have read and received a copy of the guidelines of Conecuh County Schools' Credit Recovery program and I agree to abide by all guidelines of the program.

Student's Signature: _____ **Date:** _____

I understand that if my child does not follow all the guidelines of Conecuh County Schools' Credit Recovery program, he/she will be dismissed and will lose the opportunity to regain the lost credit until the next school year.

Parent's Signature: _____ **Date:** _____

This section for Office Use Only:

Amount Paid: _____ **Date Paid:** _____

Received By: _____

* If payment is absolutely impossible due to financial hardship, parents should make a hardship appeal to Mrs. Tonya Bozeman, Superintendent or Mrs. Maegan Ford in the Office of Curriculum and Instruction (251)578-1752, Ext 1220 to request a conference.



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Janice Downing- District 3
Mary Bradley-Ray- District 5

Tonya Dukes-Bozeman, EdD

Credit Recovery Registration Form

Student's Name _____ Parent/Guardian's Name _____
Grade Level: _____ Date of Birth: ____/____/____ Phone: _____

Please read each of the statements below. By submitting the Credit Recovery Registration Form, the student and parent/guardian agree to the current policies for Conecuh County Schools. Credit Recovery, offered during the Summer months, only allows students to register for two (2) courses.

- I have read the requirements for admission to the Credit Recovery program and understand my responsibilities, *if admitted*. I also understand that the original grade remains on the transcript.
Initial: _____
- I am aware that a maximum grade of 70 is available through Credit Recovery. Should I desire a higher grade, I will be required to take the entire course through traditional methods.
Initial: _____
- I understand that the National Collegiate Athletic (NCAA) does not recognize Credit Recovery for course credit and that my original failing grade will remain on my permanent transcript.
Initial: _____

_____ Student's Signature	_____ Date
_____ Parent/Guardian's Signature	_____ Date
_____ Teacher's Signature (<i>Of Failed Course</i>)	_____ Date
_____ Counselor's Signature	_____ Date
_____ Principal's Signature	_____ Date

CONECUH COUNTY SCHOOLS' EARLY GRADUATION APPLICATION

Overview—Conecuh County Schools' mission is to create a culture of confident, diverse, and innovative learners in high-quality educational settings. We will move toward a climate that encourages continuous growth and prepares learners to reach their fullest potential and excel in college, career, and life.

Early Graduation is designed for self-motivated, senior (Grade 12) students who strive to enter college, the military, or the workforce early. It is also an option for students with severe health and personal crises.

Several criteria are identified for students to qualify for Early Graduation:

- 3 or less unexcused absences for the current academic year
- 3 or less Class I or Class II Discipline Referrals
- 0 Class III or Class IV Discipline Referrals
- 2.75 Cumulative GPA
- Passing Score on the Mandatory Civics Assessment (Grade 12)
- Evidence of College or Career Readiness in at least one area:
 - ACT Benchmark Score in at least one area: English (18), Reading (22), Mathematics (22), Science (23)
 - Silver Level on ACT Workkeys
 - Career Technical Credential
 - College or Postsecondary Credit
 - Military Enlistment (Form DD-4)
- Evidence of college acceptance, college enrollment, employment, military orders/enlistment, or documented health or personal crises (case by case basis)

Submission of the Application: Upon the completion of the application packet which includes the following: **Prerequisites Form** (Step 1), **Teacher Recommendation Form** (Step 2), and **Early Graduation Essay** (Step 3), the student will take their completed application to the Guidance Counselor to finalize the packet with all supporting documentation and submit it to the principal for final review/approval. The principal will sign approving or NOT approving the student for Early Graduation.

Conecuh County Schools Early Graduation Application

Step 1: Early Graduation Prerequisites—In order to participate in Early Graduation, students must meet the following criteria based on their concrete plans after graduation in several categories.

Student's Name (PRINT): _____ Date: _____ 2023-2024 Grade Level: _____ Parent's Approval Signature: _____				
<i>Indicate whether the student meets the prerequisites by marking an X next to 1 of the following statements:</i>				
Student Meets Prerequisites		Student Does NOT Meet Prerequisites		
The following authorized employee verified this applicant's prerequisites: Name (PRINT): _____ Title: _____ Signature: _____ Date: _____				
***All evidence for prerequisites must be attached to the final application when submitted.				
	Planning to Attend College (Academics & Sports)	Planning to Enter the Workforce (Career)	Planning to Join the Military	Planning for your Health/Family
Attendance	3 or less Unexcused Absences			
Behavior	3 or less Class I or Class II Discipline Referrals	3 or less Class I or Class II Discipline Referrals	3 or less Class I or Class II Discipline Referrals	3 or less Class I or Class II Discipline Referrals
	0 Class III or Class IV Discipline Referrals	0 Class III or Class IV Discipline Referrals	0 Class III or Class IV Discipline Referrals	0 Class III or Class IV Discipline Referrals
Grades	2.75 Cumulative GPA	2.75 Cumulative GPA	2.75 Cumulative GPA	2.75 Cumulative GPA
Test Scores	18 ACT Score or Higher	Silver Workkeys Score or Higher	Silver Workkeys Score or Higher	17 ACT Score or Higher OR Silver Workkeys Score or Higher
	Passing Score on state-mandated Civics Test Score: _____			
Evidence of Plans After Graduation	Evidence of College Acceptance and/or Enrollment	Evidence of Job Offer or Employment	Evidence of Military Assignment or Military Commitment	Evidence of Formal Medical Documentation and or Family Planning (case by case basis)
***Evidence is subject to approval of the principal. Superintendent reserves the right to grant acceptance to the FTG program on a case by case basis.				

Step 2: Teacher Recommendation Form—To be approved for Early Graduation, students must have at least one Teacher Recommendation Form from a Core Teacher (Math, ELA, Social Studies, Science) if they are planning to attend college or for health/family reasons. A Career Tech or Core Teacher may be used for students planning to join the workforce or military or if they have health/family plans.

Student's Name (PRINT): _____ Date: _____				
Teacher's Name (PRINT): _____ Date: _____				
List the subject(s) have you taught this student? _____				
Directions: Rate the student on a scale of 1-4 using the categories below by placing an X in the column that best represents your evaluation of this student:	1 Does NOT Meet Expectations	2 Sometimes Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
Attendance				
Behavior				
Grades				
Test Scores				
Applicant's Overall Disposition, Discipline, and Work Ethic are Appropriate for College, Career, Military, or Medical/Family Planning				
<i>Please provide any additional comments concerning this students' ability to succeed as an Early Graduate:</i>				

<i>Indicate whether you recommend this student for Early Graduation:</i>				
_____ I recommend this student.		_____ I do NOT recommend this student. <i>(Explain in the space below.)</i>		
Teacher's Signature: _____ Date: _____				
Principal's Signature: _____ Date: _____				
***Evidence is subject to the principal's approval. The superintendent reserves the right to grant acceptance to the FTG program on a case-by-case basis.				

Step 3: Early Graduation Essay—The purpose of the Early Graduation Essay is to ensure that candidates have solid writing skills to survive in college, careers, the military, and beyond.

Directions: Please write an argumentative essay of 500-600 words in the space below. Include your position statement and three reasons you should be accepted into the Early Graduation Program. Essays will be graded using Conecuh County Schools' high school writing rubric.

2024-2025 School Calendar Conecuh County Schools



1455 Ted Bates Road
Evergreen, AL 36401
(251)-578-1752

www.conecuh.k12.al.us

August 2024						
S	M	T	W	T	F	S
				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 2024						
S	M	T	W	T	F	S
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 2024						
S	M	T	W	T	F	S
			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 2024						
S	M	T	W	T	F	S
					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 2024						
S	M	T	W	T	F	S
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 2025						
S	M	T	W	T	F	S
			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 2025						
S	M	T	W	T	F	S
						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 2025						
S	M	T	W	T	F	S
						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 2025						
S	M	T	W	T	F	S
			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 2025						
S	M	T	W	T	F	S
					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 2025						
S	M	T	W	T	F	S
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					

July 2025						
S	M	T	W	T	F	S
			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	

Aug 1,2,5,6	Institute Day K-12/Prof. Development
Aug 7	First Day of School for Students
Sep 2	Labor Day
Oct 14	Columbus Day
Oct 15	Students dismissed 12p.m./Par/Tea Conf
Nov 11	Veterans Day
Nov 25-29	Thanksgiving Break
Dec 20	Students dismissed at 12 pm
Dec 23-Jan3	Christmas Break
Jan 6	Professional Development
Jan 7	Students Return
Jan 20	Martin Luther King, Jr. Day
Feb 14	Professional Development
Feb 17	President's Day
Mar 24-28	Spring Break
Apr 18	Good Friday
May 23	Last Day for Students
May 26	Memorial Day
May 27	Professional Development
June 19	Juneteenth Observed
July 4	Independence Day Observed

180 – STUDENT DAYS

7 – PD DAYS

TOTAL: 180 DAYS

1ST SEMESTER: 90 DAYS

2ND SEMESTER: 90 DAYS

APPROVED: MARCH 21ST, 2024

PROGRESS REPORTS

1st Nine Weeks	September 10th, 2024
2nd Nine Weeks	November 13th, 2024
3rd Nine Weeks	February 6th, 2025
4th Nine Weeks	April 23th, 2025

REPORT CARDS

1st Nine Weeks	October 15th, 2024
2nd Nine Weeks	January 7th, 2025
3rd Nine Weeks	March 18th, 2025
4th Nine Weeks	May 27th, 2025
	(Pick-Up or Mail)

END GRADE REPORTING

1st Nine Weeks	October 9th, 2024
2nd Nine Weeks	December 20th, 2024
3rd Nine Weeks	March 13th, 2025
4th Nine Weeks	May 23rd, 2025

■ NO SCHOOL
■ TEACHERS ONLY
■ HALF DAY
■ FIRST DAY OF SCHOOL

■ LAST DAY OF SCHOOL

Conecuh County Schools Technology Usage Policy

All technology resources, including network and Internet resources, e-mail systems, computers and/or other access devices owned, leased, or maintained by the Board are the sole property of the Board. Board personnel may, at any time and without prior notice, access, search, examine, inspect, collect, or retrieve information of any kind from the Board's technology resources, including computer or related equipment, files, and data, to determine if a user is in violation of any of the Board's policies, rules, and regulations regarding access to and use of technology resources, for or in connection with any other matter or reason related to the safe and efficient operation or administration of the school system, or for any other reason not prohibited by law. Users of school system technology resources have no personal right of privacy or confidentiality with respect to the use or content of such resources.

Administration of Medication Policy

It shall be the responsibility of the principal or his/her staff, to notify the parent or guardian of any child who becomes too ill or injured while at school to remain in class. If the accident/illness is of such nature as to require immediate first aid or medical attention or the service of a doctor when the parent cannot be reached, school officials shall act in loco parentis and do whatever the situation demands. School officials shall make every effort to contact the parents/guardians in the event of an accident.

In cases when the taking of prescribed medication is necessary for a child to be able to attend school, a parent may request that school officials give the medicine based upon written instructions from the physician. This form will be maintained in the student's health file with the nurse.

The goal of the school system regarding the administration of medication during school hours is to assist students in maintaining an optimal state of wellness, thus enhancing the educational experience.

Medications shall be administered at school only when absolutely necessary. Medications such as antibiotics, cough suppressants, etc. prescribed **three times a day**, should be given at home. These medications can be given just before leaving for school, upon returning home and in the afternoon and at bedtime. If it is necessary for the student to take medication on a daily basis or for a short period of time during the school day, the school will assist parents with the administration of medication. No medications, oils, supplements or treatments not approved and regulated by the FDA will be administered at school or on school sponsored events.

Conecuh County Schools Safety Plan 2024-2025

The Conecuh County School System incorporates the Crisis Planning model from the U. S. Department of Education, Office of Safe and Drug-Free Schools. Crisis management is a continuous process in which all phases of the plan are being reviewed and revised. *Good plans are never finished.*

STAGES

- Mitigation/Prevention - designed to assess and address the safety and integrity of the school facilities and culture and climate to ensure a safe and healthy learning environment.
- Preparedness – school officials identify and involve key stakeholders such as first responders and community partners and work to develop policies and protocols that mitigate and prevent threats identified in safety and security assessments and inspections.
- Response – schools’ officials and community partner’s work together to activate the emergency management plan and effectively contain and resolve an emergency.
- Recovery – schools work closely with community partners, government officials and other stakeholders to assist students and staff in the healing process and to help restore the learning environment.
- Student and employee safety is the first concern of Conecuh County Schools. In the event of a crisis, natural disaster, or inclement weather situation, we want all parents and stakeholders to be assured that our top priority is the safety and security of all who are on our campuses.

HOW WE PREPARE

- Conecuh County Schools annually update our emergency response procedures. These procedures provide our faculty, staff, and administrators specific instructions to respond to various events, including severe weather, natural disasters, or other crises that might occur in and around our schools. These procedures are used in annual safety and security training for all employees. In addition, we frequently conduct emergency response drills to practice and improve the effectiveness of our response to various situations.
- Members of local law enforcement agencies regularly train in our schools and maintain access that enables them to respond without delay in any situation. We meet annually with city and county officials and other agencies that assist our school system in emergencies.
- The school system maintains an active crisis response team which includes administrators, licensed professional counselors, law enforcement, fire and medical emergency responders, city leaders and other individuals who are always ready to respond. Activation of the crisis response team occurs whenever a school needs additional support.

- During any crisis, natural disaster, or severe weather situation, we will provide information to parents and stakeholders as quickly as possible after the situation is contained. Conecuh County Schools has implemented School Status, a mass notification service that enables us to contact parents and guardians by telephone. To ensure you receive these important messages, promptly notify your child’s school of any updates or changes to your family’s contact information. School Status may also be used by school groups and athletic teams to send out important information.

NOTIFICATION PROCEDURES

- In the event of inclement weather, you should assume that school will open as usual but begin monitoring the news outlets and our website.
- Advance Notice: Only when the evidence of severe weather predictions is clear, such as ice or snow, will we make announcements of school closings or delays a day in advance.
- In the event that the Superintendent determines that closing schools is the appropriate course of action, the Public Relations Supervisor will immediately begin alerting parents and the public using the following methods.

SUMMARY OF NOTIFICATION METHODS

In the event of a delayed start, cancellation, or early dismissal we will also issue phone notifications to the families of enrolled students via School Status. Due to high call volumes in our area during such events these calls may take a longer or shorter time to process. Therefore, families should not rely solely on receiving a call, but should also monitor the media and check our

website for information.

- Media Outlets – TV, Radio, Newspaper, Conecuh County Website, Facebook School Status and phone calls
- Conecuh County Schools’ Mobile App

The following media outlets will be notified first:

- TV Stations
- WSFA 12 Montgomery
- WKRG 5 Mobile
- WEAR 3 Pensacola
- WPPG 101.1 FM

We will make every effort to post closing/delay/early dismissal information on the homepage of our website as soon as possible. (Refresh your browser frequently to obtain any newly posted information. In addition, if you use a search engine such as Google to locate the Conecuh County Schools’ homepage – www.conecuh.k12.al.us – be sure to include “Alabama” in your search.)

Please do not call the schools, the Transportation Department, or the Central Office. Most schools and departments have limited phone lines. If schools are in session and the weather is getting bad, it is important that we be able to keep them open for emergencies. If it is still very early in the morning, it is unlikely that there are staff members manning the telephones

DECISION-MAKING PROCESS AND PROCEDURES:

The decision to close or delay school opening is a very important one and is made only after thorough consideration. The following information is provided to help parents understand how the Conecuh County School System determines whether or not to hold school on bad weather days. Please keep in mind that the school district covers many square miles and weather conditions may vary across the system. We realize that there is no perfect decision for everyone. We hope that this explanation helps you understand our process.

The County's procedure for closing schools is as follows:

- We closely monitor weather reports from NOAA as well as the major television and radio stations.
- We are in contact with local police and the Conecuh County sheriff’s department as needed. We are in contact with neighboring school districts.
- We are in contact with Conecuh County EMA.

This input is provided to the Superintendent and her leadership team to make a decision to close or not and then begin to inform employees, students, parents and the various media outlets.

The Superintendent and staff members advising considers several factors: Road safety of student and staff and ability of school buses to travel safely Whether utility services are affected such as electric power and gas. Some young students may not have adult supervision during the day if school is closed. Other students may not have a warm place to stay during the day.

It is sometimes necessary to monitor weather predictions up to a few hours before school is scheduled to begin. If the information to make a decision is not reliable during the school day then the following procedures are used: If/when the Superintendent makes the decision to close schools, all notification procedures are put into place between 5:30 and 6:00 a.m.

Administrative personnel begin driving roads and major arteries at approximately 3:00 a.m. to determine the degree of iciness and road safety. At approximately 4:30 a.m., the Transportation Director will contact the Superintendent and his leadership team to discuss the conditions throughout the district, with special emphasis on areas traveled by school buses. At this time, the Superintendent will determine if more data is needed before the decision is made whether or not to open school. Other conditions such as heating capabilities may influence the decision. If schools must be closed, the school day must be made up later in the year on one of the dates designated as an “inclement weather” day.

DELAYED OPENINGS

While delayed openings are rare, the above procedures will be followed but with a designation of being a “Delayed Opening” with the time delay noted. Considerations for Delaying School Openings:

- Visibility during pre-dawn hours. The delay helps avoid the limited visibility during pre-dawn hours which is when buses normally start their routes. This limited visibility can impair a bus driver’s ability to see ice patches.
 - Identifying and locating icy road conditions. The delay allows county crews to locate and apply sand to icy patches.
- Assessing traffic conditions. The delay can mean that traffic conditions are more relaxed and allow for safer travel.

EARLY/DELAYED DISMISSALS

Early/Delayed dismissals system-wide and by individual schools can occur because of impending fast approaching weather such as ice, snow, severe thunderstorms, tornado warnings or by some type of facility failure such as a water main break or power failure. Utilizing all the resources mentioned above such a determination may be made by the Superintendent. Every effort will be made to notify parents utilizing the media listed above. In addition, schools will use their list to serve email systems to alert parents. Students will remain under school system supervision until safely transported or picked up by a parent or guardian.

MENTAL HEALTH AWARENESS

Conecuh County Schools provided an Annual Youth Mental Health First Aid Training for all employees during the school year. Employees will be provided training during a scheduled professional development session. Conecuh County Schools also employed a Mental Health Services Coordinator to assist the district with increasing mental health awareness and incorporate mental health initiatives district-wide. Conecuh County Schools have four School Social Workers (two of which split between two schools) to help build awareness and skills by providing social-emotional support, crisis intervention, and counseling routinely.

SUMMARY

Remember to keep your contact information updated with your child’s school, and talk with your children about the importance of all safety drills at school. By preparing now, we can all work together to ensure that our students are protected for learning without limits. In addition to this document we also use our Student Code of Conduct Many items of Safety and security are addressed in our Conecuh County Schools “Student Code of Conduct “

NOTE: Please detach/print this page after signing and have the student return to his/her homeroom teacher.

This ACKNOWLEDGMENT becomes a part of the student's cumulative file.

CONECUH COUNTY SCHOOLS HANDBOOK ACKNOWLEDGMENT

We acknowledge that we have received a copy of and have read, or had read to us, the preceding Conecuh County Schools Student Code of Conduct & Grading Policy and the Parent/Student Compact, and we fully understand the terms thereof. I am fully aware of my responsibility to see that my child attends school daily and properly conducts himself/herself, and of the penalty for my failure. Each parent must notify their child's principal, teacher, bus driver, and other personnel regarding any health issue affecting their child. Parents are responsible for damage or loss to any school property that their child may lose or damage. Students are discouraged from bringing personal items of value (cell phones, iPods, cameras, electronic games, radios, CD players and computers, etc.) to school since loss, theft, or damage is possible. Also, such items can distract the educational process and may be confiscated by school personnel. The school system is not responsible for damaged, lost or stolen items including those in lockers or those that have been seized by school board personnel.

(Signed) Student

Date

(Signed) Parent/Guardian/Custodian

Date

VIDEO/PHOTO-RELEASE

(Please check one)

I DO ____ or DO NOT ____ permit me and/my child to be videotaped or photographed. In agreeing to be videotaped or photographed, I grant the Conecuh County Board of Education permission to broadcast/print the videotape or photograph on the school system website. I also grant permission for future use of such video or picture in whole or part, to other parties as deemed appropriate by the Conecuh County Board of Education. I release and agree to hold harmless the Conecuh County Board of Education, employees, elected/appointed officials, Board members, volunteers, officers and approved production companies from any liability and/or harm which may arise from videotaping, photographing, broadcasting, future use, or release to other parties.

(Signed) Student

Date

(Signed) Parent/Guardian/Custodian

Date

CORPORAL PUNISHMENT

(Please check one)

I DO ____ or DO NOT ____ prefer that corporal punishment (paddling) be used as a disciplinary measure for my child. However, I acknowledge the right of the school system's authority to use any disciplinary measures provided for under board policy, statutory and case law, including paddling.

(Signed) Parent/Guardian/Custodian

Date