

Barbour County School System

Parent/Student Handbook

2021- 2022



“Achieving Excellence Together: Every Student, Every Classroom, Every Day”

Approved
July 19, 2021

Barbour County School System

**P.O. Box 429
Clayton, Alabama 36016
(334) 775-7102**

Board of Education

Ms. Shirley Johnson (District 1) – President
Mr. Jimmie Fryer (District 2) – Vice-President
Mrs. Christine George (District 3)
Ms. Jean Kennedy (District 4)
Mrs. Amy Glenn (District 5)

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Ms. Sheri McMullen – Chief School Finance Officer
Ms. Tara Johnson – Asst. Superintendent of Teaching/Learning, Support Services, and Special Programs
Mr. Triston McKinnon – Transportation & Maintenance Supervisor
Ms. Sharon Sanders – Child Nutrition Program Coordinator

District Website: www.barbourcountyschools.org

Schools

Barbour County Primary, Pre-K - 1st grade
(<https://barbourcountyprimarybarboural.schoolinsites.com>)
(334) 775-3404

Barbour County Intermediate, 2nd - 6th grade (www.bcis.barbourschools.org)
(334) 266-6151

Barbour County High, 7th - 12th grade (<https://bchs.barbourcountyschools.org/>)
(334)775-3545

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Barbour County School System Vision

The primary function of the public school is to provide educational experiences and opportunities for each student, including the entire community, meaning students, teachers, parents, school administrators, school board, and the general public.

Barbour County School System Mission

To develop the potential of all students by enabling them to become productive members of society by providing quality, student-centered instruction delivered by dedicated, qualified staff in a safe, inclusive learning environment that reflects various educational experiences, use available resources and involve parents and community stakeholders.

Jurisdiction of the Board of Education

Students enrolled in the Barbour County School System are subject to all the policies of the Barbour County Board of Education and to the rules and regulations of the individual schools. This authority applies on all school campuses and to all school-sponsored activities, including, but not limited to the following:

- Athletic functions
- Club or organization meetings
- Commencement exercises
- Field trips
- School groups representing the school system in educational events
- School-sponsored social events
- Transportation on school buses
- Other school campuses requiring the participation of students from Barbour County Schools

Nondiscriminatory Policy

The Barbour County School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

**Assistant Superintendent of Teaching/Learning, Support Services, and Special Programs – Ms. Tara Johnson
Barbour County School System
P.O. Box 429
Clayton, Alabama 36016
Phone: (334) 775-3453 ext. 1008**

School Procedures and General Information

A. Entrance Age

It is the policy of the Barbour County Board of Education, in accordance with Alabama statutes, that a child must be 5 (five) years of age on or before September 1 in order to be admitted into Kindergarten; or be 6 (six) years of age on or before December 31 to be admitted into 1st grade for that year. A state birth certificate or verification is required for proof of age.

If a child has attended a qualified state Kindergarten during the past year and is not 6 (six) years of age by September 2, that child can attend 1st grade in Barbour County Schools. Appropriate documentation must be shown.

A child who started 1st grade in another state, according to that state's entrance code, and is not 6 (six) years of age by December 31, is considered a transfer and will be admitted to Barbour County Schools to continue in grade one.

B. Residence Requirements

All Barbour County School System students must live within the geographical boundaries of the Barbour County School System's attendance zone and reside with parent(s), legal custodian(s), or legal guardian(s). Guardianship or custodianship papers must be executed, and copies delivered to the school principal before the first day of attendance, unless the superintendent recognizes extenuating circumstances and permits an extension of time. A student must be at least 19 (nineteen) years of age to establish a residence without a parent or guardian. The attendance supervisor will make a home visit if the school principal receives one of the following complaints:

1. Student does not reside every day with a parent or guardian.
2. Guardianship papers have not been properly filed.
3. Parent or guardian does not live within Barbour County's attendance zone.

If the attendance supervisor cannot confirm residency and/or guardianship, the principal will notify the guardian that the student will be immediately suspended from school. The guardian may appeal this decision by notifying, in writing, the superintendent. A hearing panel will be convened and shall consist of the superintendent (or designee), attendance supervisor, and principal. If the panel upholds the student's suspension, the guardian will be informed. If the guardian fails to cooperate with the attendance supervisor, the school principal will be informed that confirmation was not possible, and a suspension from school will be required.

Guardianship papers must be renewed annually through the Barbour County Probate Judge's office. A copy must be presented to the school principal.

Procedures for Migrant, Neglected and Delinquent, Homeless, or EL Students

1. Students can be admitted to Barbour County Schools regardless of gender, race, religious beliefs, national origin, ethnic group, disability, or other protected status.
2. All migrant and EL students may register regardless of whether they have a social security number or immunization card. The attendance office will assign the student a social security number until one is received.
3. Migrant and EL students will be admitted without immunization records but will be directed to the County Health Department to receive a certificate.
4. Homeless students will be admitted regardless of residential status.

C. Attendance

All children starting at the age of 6 (six) (unless the parental opt-out option is exercised) must attend a state-approved school until they are 17 (seventeen) years of age. Students reporting after the tardy bell will be considered tardy and must report to the office before going to class. The principal or his/her designee shall contact the parents of a student who has been absent for more than 3 (three) consecutive days.

Absences shall be excused for the following reasons:

1. Personal illness of the student
2. Death or serious illness in the immediate family of the student
3. The student is given special permission to represent the school at school-approved activities or meetings
4. A student may be excused for other reasons if the student or parent requests that the principal judge the merit of the absence
5. Under extreme conditions, a student may be excused because of the weather
6. Out of School Suspension

Students who miss school for the above reasons (with the exception of suspension) must present a written excuse, signed by a parent or a guardian, within three (3) days of the absence in order to make up classwork missed. A failure to submit such an explanation shall be evidence of the child being truant each day that he/she is absent. Only the reasons listed above may be considered excused. All make-up classwork shall be completed within three (3) days unless extenuating circumstances exist, such as an extended illness in which several days of school were missed. In the case of out of school suspensions, all make-up classwork will be completed within five (5) days of the student returning to school. Make-up work must be picked up by the parent within three (3) days of the suspension.

The school will accept no more than five (5) written excuses signed by a parent or guardian for absences due to personal illness of the student per semester. A healthcare provider such as a medical physician or an official of the health department must sign additional excuses. In lieu of a healthcare provider, the school nurse may excuse the absences in addition to the principal or guidance counselor if he or she has first-hand knowledge of the child's condition. All further absences for any reason other than those

previously listed will be considered unexcused, and the student will not be allowed to make up any missed classwork.

If a high school student exceeds ten (10) unexcused absences in a course or courses in a semester, he or she will not receive credit for that semester of work. If a student in grades 1-8 exceeds ten (10) unexcused absences in a school year, he or she may not be promoted to the next grade level. The promotion-retention committee and the principal for grades 1- 8 will consider exceptions.

Students cannot represent the school in **any** activity on any school day unless they are in attendance at least half-day (checked in by 11:30; not checked out before 11:30) on the day of such participation. This rule applies not only to home school events but also to events out-of-town within a distance that would normally permit a student to attend at least a part of a day. In the latter event, all participating students will report to school as usual and will be dismissed at a time designated and prearranged by proper school authorities.

Students who are on homebound status are not permitted to attend any extra-curricular activities while on homebound status unless they have the approval of the principal or assistant principal.

D. Early Warning Truancy Prevention Program

According to the Alabama State Department of Education, **seven (7) unexcused absences within a school year constitute a student being truant for the purpose of filing a petition with the Court.** The Barbour County School System Early Warning Truancy Prevention Program procedures are identified as follows:

1. Second Unexcused Absence (Warning)

- a. The school principal or his/her designee shall notify the parent/guardian that the student was truant and the date of the truancy.
- b. Parent/guardian shall also be provided with a copy of Alabama's compulsory school attendance laws and advised of the penalties that can be applied and the procedures that shall be followed if other unexcused absences occur.

2. Third Unexcused Absence (Conference)

- a. The parent, guardian, or person having control of the child will attend a conference with the Barbour County School System's attendance officer and principal or his/her designee. The conference will be conducted at the school on regularly scheduled dates and times.
- b. **Attendance at this conference shall be mandatory**, except where prior arrangements have been made or an emergency exists.

- c. **Failure to appear at the school conference shall result in student referral to the Barbour County School System Early Warning Truancy Prevention Program (Court).**

3. Fifth Unexcused Absence (Early Warning Truancy Prevention Program-Court)

- a. The parent, guardian, or person having control of the child and the child will attend the Early Warning Truancy Prevention Program (Court). This program is conducted by the Court and meets monthly.
- b. **Attendance at this program shall be mandatory** except where prior arrangements have been made or an emergency exists.
- c. **Failure to appear at the Early Warning Truancy Prevention Program shall result in the filing of a complaint/petition against the parent** under *Code of Alabama (1975)*, § 16-28-12c (failure to cooperate), or truancy against the child, whichever is appropriate.

4. Failure to cooperate or accumulation of the Seventh Unexcused Absence (Court)

- a. The attendance officer will file a complaint/petition against the child and/or parent/guardian.
- b. When a child under probation is truant, the school attendance officer will immediately notify the juvenile probation officer.

E. Release of Student During School Hours

No Barbour County School System student shall be permitted to leave the school grounds during the school day for school business/activities without the principal's prior approval and/or consent from the student's parent(s)/legal guardian provided an acceptable reason is established. No Barbour County High School student is permitted to leave school by phone checkout.

The principal or the teacher shall establish definitively the identity and authority of any person who requests the release of a student from school. If the person requesting the release of the student is a person other than the parent/guardian having custody of the child, the principal or teacher concerned shall not release the child without the verified authorization of the parent/guardian who has custody of the child. Identification (state or government) is required for all checkouts.

Parents are asked not to check students out between 2:30 p.m. - 3:15 p.m.

F. Electronic Devices

The use of electronic devices shall be in accordance with the procedures of each school.

G. Visitors

All visitors to the school/district buildings must be prepared to present identification, be cleared through the school front office and receive a visitor's pass before making visits on campus. Students are not allowed visitors.

H. Student Insurance

Students are provided information regarding low-cost accident insurance. An outside insurance carrier provides this insurance. The school does not profit in any way from the plan. When a student insured under this plan is injured, he/she will be given a claim form to present to the doctor or hospital. The school assumes no liability for the plan. The insurance does not cover 100 percent of expenses. **All students participating in athletics and cheerleading must be covered by accident insurance.** It is recommended that students taking technical education and/or physical education participate in the insurance program.

I. Child Nutrition Program Services

All Barbour County Schools serve breakfast and lunch every school day. Barbour County Schools will continue as Community Eligibility Provision schools for the school year 2020-2021. Community Eligibility Provision allows each student to receive one breakfast and one lunch each school day at no charge. We strongly encourage that all students eat both breakfast and lunch each day.

It is Barbour County Board of Education policy that "Offer Versus Serve" shall be implemented in all Barbour County School lunchrooms grades 3-12 for the school lunch program and grades PreK-12 for the school breakfast program. New federal guidelines for lunch require schools to offer five food components – 1 serving of each – **milk, fruits, vegetables, grains, meat/meat alternate.** Students may decline 2 of the 5 food components but must select at least ½ cup of fruits or vegetables.

All students will be assigned an identification number to be used in the cafeteria. Students need to learn this number as soon as possible. Students must go by the computer operator (cashier) with their meal, tell the cashier their meal number, and then be seated. Students should not go back to the serving line after giving the cashier their number unless the cashier sends the students. Some schools may use a finger scan to identify students receiving meals.

Meal prices for the school year 2021-2022 will be as follows:

	<u>Lunch</u>	<u>Breakfast</u>
Full Price Student	no charge	no charge
Reduced Price Student	no charge	no charge
Employees	\$3.50	\$2.00
Visitors (Dine-In)	\$4.00	\$2.00
Visitors (Carry Out)	\$5.00	\$3.00

*Please note: Breakfast and Lunch prices for employees and visitors may change based upon any updates by the Alabama State Department of Education.

Meals are for consumption during the regular school day. Except for meals provided for officially approved field trips, all food should be consumed in the cafeteria.

Barbour County Schools may make substitutions for individual children who are unable to consume a food item because of medical or other special dietary needs. Substitutions will be made on a case-by-case basis and will be supported by a statement signed by a recognized medical authority. The school will provide a form, upon request, to the parent/guardian for the medical authority to complete. The completed dietary prescription form must be returned to the school.

Meals will not be withheld or taken away from a student as a means of discipline.

WELLNESS POLICY

The Board of Education’s wellness policy has been developed to promote lifelong wellness practices. Part of this policy restricts foods and beverages of minimum nutritional value from being available on campus during the school day. This policy includes foods served at school parties. Parents should contact the school prior to sending any food to be served to the class. This policy does not restrict what parents may provide for their child.

J. Automobiles on Campus

Automobiles displaying obscene signs and/or stickers will not be allowed on any campus of the Barbour County School System. Students who drive cars to school must possess a valid driver’s license and have proof of liability insurance. Students must exit their vehicles upon arrival on campus and enter the school building. A student will not be allowed to return to a vehicle during the school day. Students will adhere to campus speed limits. Students must be enrolled in grades 10 – 12 to exercise driving privileges at Barbour County High School. In addition, any automobile driven and parked by a student on the high school campus during the school day must have a school parking decal. Moreover, the parking numbers should match the parking decals.

K. School Trips

Students are required to have permission slips signed by a parent or guardian to participate in school-sponsored field trips. For school field trips, students are required to wear uniforms unless prior approval from the school principal.

L. Textbooks

All textbooks are furnished free of charge to students at the beginning of the school year and shall remain the property of the Barbour County Board of Education. Each student, upon issuance of any textbooks by school officials, shall sign a receipt. The parent or guardian of the student to whom the textbooks are issued shall be held liable for any loss, abuse, or damage to Board-owned textbooks. Should a textbook be lost or damaged, the book must be paid for before the student can receive another book. The school system will charge the parent/guardian according to the following schedule:

First year	Original cost
Second year	75% of original cost
Third year	50% of original cost
Fourth year	25% of original cost
Fifth year	20% of original cost

Provisions are available to refund collected monies upon location of lost books.

M. Student Fees

Students enrolled in non-required courses may be charged a minimal fee.

N. Health Information/Medication Policy

A State of Alabama Department of Education Health Assessment Record must be completed annually for each child in Barbour County Schools. The purpose of this form is to provide the school nurse with information regarding your child's health needs. The school nurse may contact you for further information.

In order for school personnel to assist a student with medication administration, the following requirements must be met:

1. The parent/guardian must deliver to the school the medication and a completed Barbour County Public School Medication Prescriber/Parent Authorization Form.
2. For over-the-counter medications, the parent/guardian should complete only the top and bottom sections of the form. For prescription medication, the parent/guardian will complete the top and bottom sections of the form and have the prescribing physician complete and sign the middle section of the form.
3. Prescribed medicine must arrive at school in a correctly labeled pharmacy container that includes student's name, strength of medication, dosage of

medicine, specific time interval at which medicine is to be taken, route of administration, and drug expiration date, if applicable.

4. A newly completed form is required annually and for each change in medication orders.

O. Progress Reports

Progress reports will be sent to parent(s)/guardian(s) midway through each grading period. Parents are encouraged and expected to review the report and to contact their child's teacher if he or she is not showing progress.

P. Parent-Teacher Conferences

Parent-teacher conferences are encouraged. All conferences shall be scheduled through the school secretary or counselor. Parents are encouraged to be aware of their child's academic progress and behavior in school and to remain in close contact with their child's teacher throughout the year. Conferences need to be scheduled in advance and concluded in a timely manner. Conferences also need to be scheduled during the teachers' planning period, before or after school. Conferences will not be held during instructional times.

Q. Dress Code

BARBOUR COUNTY SCHOOLS UNIFORM STANDARDS FOR 2021-2022

The designated uniform for all students in Barbour County Schools during the operational hours of a school day, including on the bus, in school buildings, and on school grounds shall be:

- The shirt must be solid white, black, blue, or Carolina blue polo or button shirt with a collar. The shirt must be uniform style. The shirt must be buttoned with no more than one button at the top being unbuttoned. The only school approved mascot logos can be worn on shirts. Black on Black (black shirts with black pants) are not permitted.
- A solid blue or Carolina (light blue) tie may be worn with button down collared shirts.
- Bottoms must be navy blue, black, or khaki pants, skirts (female only), Capri pants, or "walking" length shorts. (Skirts and shorts are limited to three (3) inches above the knee).
- NO JEANS/DENIM

- Any kind of shoes can be worn except for the following kind: shoes with open toes (example: flip-flops, athletic sandals, etc.), boots with chains, steel toes, or metal reinforcement or decorations, shoes with wheels or lights, or any other shoes the principal deems unsafe. All shoes worn are expected to be secured to student's feet at all times.
- Belt must be worn at all times.
- All jackets must zip or button.
- Hoodies that are school uniform colors (white, blue, or light blue) may be worn over uniform shirts. However, the hoods may NOT be worn over the head while in the building.

Prohibited items include:

- Sunglasses inside of the building
- Tattoos with suggestive words, statements, or pictures
- Any form-fitting and/or body-hugging apparel (leggings, jeggings, etc.) that is being used as a primary article of clothing
- Bandanas (handkerchiefs) worn in any fashion
- Picks or other sharp objects in the hair
- Rollers, combs, hair beads, cosmetology clamps, scarves, head rags, doo rags, sweatbands, hoods, or other head coverings. Hats and caps may be worn correctly outside of the building
- Jewelry or accessories that could be distracting or hazardous to the health and safety of students, as determined by the administration
- Oversized clothes (jackets, pants, shorts, etc.)
- Jackets or shirts tied around the waist
- Rolled up pants (one or both legs)
- Sagging of pants, shorts, or skirts
- Mouthpieces or mouth apparatuses, unless prescribed by a medical physician or dentist (gold grills or gold caps on teeth)
- Nails no longer than 1 inch from tip of finger

Principals and/or their designees shall be the final authority in the school to determine if an article of dress is inappropriate because of the following reasons:

1. The article of dress is inappropriate because it is a safety hazard to the student wearing it or the safety and well-being of other students.
2. The article of dress is inappropriate because it can conceal weapons or other dangerous objects.
3. The article of dress is inappropriate because it can be disruptive in any way to the learning environment of the school.

R. Disciplinary Actions for Violation of Dress Code

A range of disciplinary responses is available to the administration. The specific response to be implemented will be determined by the principal and/or his/her designee.

S. Statement of Responsibilities for School Personnel, Parents, & Students

To assist school personnel, parents, and students in maintaining an environment conducive to learning, the **Statement of Responsibilities for School Personnel, Parents, and Students** is designed to accomplish the following:

1. Describe the responsibilities of school personnel, parent(s)/guardian(s), and students
2. Standardize procedures for administering formal disciplinary actions
3. Identify types of violations and describe administrative responses used for disciplinary actions by the principal or the student resource teacher
4. Explain due process procedure relative to disciplinary action(s)

Responsibilities of School Administrators and/or Teachers

In order for quality instruction to take place, orderly procedures and discipline must be provided. We, therefore, recognize that the school administration and/or teachers are responsible for the following:

1. Obtaining a negative TB test or doctor clearance before beginning employment
2. Understanding and following the School Procedures beginning on page 5 of this handbook
3. Planning, preparing and presenting lessons appropriate to the achievement levels of students and the subject matter area being taught
4. Following the Alabama State Courses of Study in planning and implementing lessons
5. Providing an environment within the school which is conducive to learning
6. Encouraging good citizenship
7. Being consistent in following and enforcing school rules
8. Being on time for classes and other school-related activities for which they have responsibility
9. Providing appropriate supervision for students
10. Disciplining students in accordance with established guidelines and Board Policy
11. Informing parents and students that good behavior is important and will be enforced through the **Statement of Responsibilities for School Personnel, Parents, and Students**.
12. Notifying parents if their child's behavior is unsatisfactory and warrants a suspension
13. Informing parents of educational programs, events, and activities which complement the instructional program
14. Notifying parents during each grading period of their child's progress in any class or course assignment
15. Scheduling parent(s)/guardians(s) for parent conferences

16. Notifying parents if their child's attendance is unsatisfactory and referring chronic violations of the Juvenile Authorities.

Responsibilities of Parent(s)/Guardian(s)

Studies have clearly shown a correlation between student success in school and parents' involvement in the learning process. The cooperation and participation of parents are vital to the education of our children; therefore, the Barbour County School System asks that parents and guardians be responsible for the following:

1. Reading, understanding, and signing the **Barbour County School System Parent/Student Handbook** and accepting responsibilities for their child's actions (**Sign and return the forms at the end of the Handbook**)
2. Discussing the **Handbook** with their child in a manner that encourages the child to abide by its rules and procedures
3. Understanding and following the Schools Procedures beginning on page 4
4. Ensuring that their child arrives on time for the beginning of the school day and leaves the campus immediately upon dismissal for the day and/or from school-related activities. (**Note: Thirty (30) minutes before or after school should be the maximum**)
5. Ensuring that their child's attendance is regular and scheduling family events so that they do not interfere with class time
6. Being aware that their child cannot make up class work missed due to unexcused absences
7. Ensuring that their child is free from communicable diseases and that their child is not contagious before returning to school following an illness (a child should be without a fever for 24 hours)
8. Providing their child with a balanced diet and adequate rest
9. Ensuring that their child is clean, well-groomed, and appropriately dressed
10. Providing adequate supervision, time, supplies, and room to allow students to complete class work and homework
11. Discussing class work, homework assignments, tests, and progress reports with their child
12. Attending parent-teacher conferences
13. Maintaining regular communication with teachers and administrators through scheduled conferences and/or written messages relative to their child's progress and/or conduct (If it becomes impossible to keep an appointment, please notify school officials.)
14. Obtaining a visitor's pass from the office upon entering the building during the school day (Persons not obtaining a visitor's pass from the office will be considered to be trespassing and subject to legal action.)
15. Signing and returning school forms on time
16. Providing their child's school with correct information at registration in the Barbour County Schools
17. Maintaining up-to-date mailing address, home, work, and local emergency telephone numbers at the school, including doctor and emergency contact

(Immediate notification is required when emergency telephone number(s) change.)

18. Providing transportation for their child in the event of suspension from riding the school bus, in the event of school detention, in the event of in-school suspension, or in the event of missing the school bus
19. Reimbursing the school for damages, for lost books, library fines, returned checks, and other school-related charges
20. Reimbursing the school for damages caused by the purposeful behavior of their child
21. Following withdrawal procedures when their child is leaving the school system

Responsibilities of the Students

In order for effective teaching and learning to take place, there must be a cooperative relationship between students and school personnel. The Barbour County School System, therefore, asks that students be responsible for the following:

1. Being aware of and abiding by the rules and regulations in the **Barbour County School System Parent/Student Handbook** and other rules adopted by the school
2. Understanding and following the School Procedures beginning on page 2
3. Maintaining regular attendance with all absences being excused
4. Attending all classes daily and being on time to each class
5. Maintaining a cooperative attitude, as evidenced by appropriate responses to reasonable instruction given by school personnel
6. Being well-groomed, clean, and appropriately dressed
7. Being prepared each day with necessary supplies and assignments
8. Being respectful of all individuals and the property of others
9. Being respectful of school property, furniture, and textbooks
10. Refraining from using profanity, making inflammatory statements, and making obscene gestures
11. Acting in orderly, safe, responsible, and non-disruptive manner on any school campus, on buses, and during any school-sponsored activities
12. Accepting responsibility for his/her own behavior
13. Refraining from participation in non-school supported groups that are deemed disruptive to the school environment while on school campuses and during school-sponsored activities
14. Delivering written communication to and from school
15. Being aware that disabled students are expected to assume the same responsibilities as non-disabled students unless the handicapping condition justifies a written modification
16. Following school withdrawal procedures when leaving the school system
17. Adhering to the following rules:
 - a. Stand back from the highway, away from oncoming traffic, when waiting for the school bus

- b. Refrain from shoving or pushing in line while waiting or while boarding the school bus
 - c. Remain seated until the school bus stops
 - d. Leave the school bus in an orderly fashion
 - e. When exiting the school bus, cross the road only in front of the bus
 - f. Refrain from loud or boisterous talking on the school bus
 - g. Refrain from eating or drinking on the school bus
 - h. Refrain the bringing tobacco products on the school bus
 - i. Refrain from fighting on the school bus
 - j. Refrain from bringing weapons of any description on the school bus
 - k. Report any violation to the school bus driver
 - i. Obey the school bus driver at all times
18. Show mutual respect to fellow students at all times
19. Refrain from any behavior that exhibits harassments and bullying

Code of Student Conduct

Classification of Violations

Violations of the established standards are categorized according to the types of misbehavior and subsequent disruption of the educational environment of the student and others. A range of disciplinary responses follows each type of misbehavior. The specific response to be implemented will be determined by the principal and/or his/her designee based on the severity of the act and the judgment of the administration. The following types of misbehavior are examples and not intended to be inclusive:

Class I

1.01 Minor distraction or disturbance to the learning process

Any conduct and/or behavior that is disruptive to the orderly education process in the classroom or to any other students (3rd and 4th offenses)

1.01 a. Disobedience: Persistent/Willful

Reoccurring, intentional violation of the Parent/Student Handbook as determined by the school administrator which extensively disrupts the orderly conduct of a school activity/event, learning environment, or poses a threat to the health, safety, and/or welfare of students, staff, or others will not be permitted.

1.02 Illegal organizations

Any on-campus activities of fraternities, sororities, secret societies, gangs, or non-affiliated school clubs

1.03 Minor intimidation of a student

The intentional unlawful threat by word or act to do harm to another student, coupled with an apparent ability to do so, and the performance of some act that creates a well-founded fear in the person that such harm is likely (includes bullying and harassment)

1.04 Participating in games of chance for minor sums of money and/or other things of little value

1.05 Tardiness to class or Tardiness to School

1.05a Tardiness – 3rd offense

1.05b Tardiness – 4th offense or more

1.06 Unintentional and/or non-directed use of profane or obscene language

1.07 Non-conformity to dress code/school uniforms

1.08 Minor disruptions on a school bus

1.09 Inappropriate public display of affection

Including, but not limited to, embracing and kissing

1.10 Unauthorized absences from class or classes

1.11 Intentional provision of false information to a school employee

Including, but not limited to, student information and the concealment of information directly related to school business

1.12 Continued refusal to complete class assignments

1.13 Failure to follow instructions

Examples: failure to carry correspondence home; failure to obey directions in the hallways, cafeteria, assemblies, etc.

1.14 Unauthorized use of school or personal property

1.15 Littering or defacing school property

1.16 Verbal altercations

1.17 Making an insensitive remark that infringes on the self-esteem of another person

1.18 Any other violation which the principal or his representation deems reasonable to

fall within Class I after consideration of extenuating circumstances

Disciplinary Actions for Class I Violations

Administrative options include the following:

- Student conference with school personnel
- Probation
- Counseling / Parent Contact/ Parent Conference
- Detention (parent pick-up and identification required)
- In-School Suspension
- Alternative School

Class II

2.01 Defiance of school employee's authority

Any verbal or non-verbal refusal to comply with a lawful and reasonable directive or order of a school employee

2.02 Possession, use, and/or sale of tobacco products

Having possession of any tobacco products (E Cigarettes, Vapors, cigars, Hookahs, chewing tobacco, etc.), holding a lighted cigarette (cigar, etc.), inhaling or exhaling of the smoke of tobacco, using any other tobacco product, or the sale of any tobacco product

2.03 Simple assault on a school employee

The intentional, unlawful threat by word or act to do violence to another person, coupled with an apparent ability to do so, and the performance of some act which creates a well-founded fear in the other person that such violence is imminent

2.04 Vandalism

Intentional and deliberate action resulting in injury or damages of less than \$200 to public property or the real or personal property of another

2.05 Stealing, larceny, petty theft

The intentional, unlawful taking and/or carrying away of property valued at less than \$100 belonging to or in the lawful possession or custody of another

2.06 Gambling

The intentional, unlawful, participation in gambling activities involving amounts of less than \$100

2.07 Possession of stolen property with the knowledge that it is stolen

2.08 Threats/Intimidation/Extortion

Verbally or by a written or electronic expression communication, maliciously threatening an injury to the person, property or reputation of another, with the intent to extort money or any pecuniary advantage whatsoever, or with the intent to compel the person so threatened or any other person to do any act or refrain from doing any act against the student's will.

Note: Completion of the threat, either by the victim's complying with the demands or the carrying out of the threats against the victim, constitutes a Class III offense.

2.09 Trespassing

Willfully entering or remaining in any structure, conveyance, or property without being authorized, licensed, or invited; or having been authorized, licensed, or invited, is warned by an authorized person to depart and refuses to do so

2.10 Use of obscene manifestations (verbal, written, gesture) directed toward another person

2.11 Directing obscene or profane language or gestures to a school employee

2.12 Leaving class or campus without permission

2.13 Written or verbal proposition to engage in sexual acts

2.14 Possession of fireworks, firecrackers, or smoke bombs

2.15 Possession of pocketknives

2.16 Possession of selected electronic devices during normal school hours

This includes MP3 players, iPods, radios, boom boxes, CD players, video games, record players, tape players, and remote controls

2.17 Repeated Class I Violations

2.18 Cheating on a State-mandated test or exam

2.19 Simple battery

Pushing and shoving short of physical fighting

2.20 Harassment

Student engagement in or subjection to harassment, violence, threats of violence, or intimidation

2.21 Unauthorized use of cell phone

The use of a cell phone by students at their discretion during the school day is prohibited. The use of a cell phone includes, but is not limited to, voice conversations and text messaging. Students are not permitted to take pictures, record conversations, or make videos using cell phones during the school day. Cell phones can only be used during designated times approved by building administration or in extreme emergencies. Extreme emergencies are times in which student's or other students' physical health/safety is in jeopardy.

2.22 Disruption of the learning environment due to inappropriate electronic communication (Cyberbullying)

The exchanging of electronic information on campus or off campus through text messages, emails, social networks (Facebook, Instagram, Snapchat, Twitter, etc.), and others that harass, bully, or promote social disharmony that has the potential to impede the learning process or present an imminent threat to the safety of other students.

2.23 Excessive Tardiness to class (5th or more offense)

2.24 Excessive distraction or disturbance to the learning process (5th or more offense)

2.25 Severe disturbance of the learning process

2.26 Excessive Dress Code Violations (Three or more violations)

2.27 Excessive School Bus Distractions (Three or more violations that pose major safety concerns). After 5th violation, the student may lose bus privileges for the remainder of the school year

2.28 Any other offense which the principal or his representative deems reasonable to fall within this category after consideration of extenuating circumstances

Disciplinary Actions for Class II Violations

Administrative options include the following:

- Parent contact / Parent Conference
- Probation
- Counseling
- Detention
- Suspension from riding all buses
- In-school suspension
- Saturday school, if provided
- Out-of-school suspension
- Alternative school
- Juvenile authorities
- Law enforcement officials

Class III

- 3.01 Drugs**
Unauthorized possession, transfer, use or sale of drugs, drug paraphernalia or alcoholic beverages
- 3.02 Arson**
The willful and malicious burning of school board property
- 3.03 Aggravated Battery**
Intentionally causing bodily harm, disability or permanent disfigurement; use of a deadly weapon
- 3.04 Robbery**
The taking of money or other property that may be the subject of larceny from the person or custody of another by force, violence, assault or instilling the fear of same
- 3.05 Stealing, larceny, grand theft**
The intentional, unlawful taking and/or carrying away of property valued at \$100 or more belonging to or in the lawful possession or custody of another
- 3.06 Gambling**
The intentional, unlawful participation in gambling activities involving amounts of more than \$100
- 3.07 Burglary of school property**
Entering or remaining in a structure or conveyance with the intent to commit an offense therein during the hours the premises are closed to the public
- 3.08 Criminal mischief**
Willful and malicious injury or damages at or in excess of \$200 to public property, or to real or personal property belonging to another
- 3.09 Possession of weapon, realistic replica of a weapon, or firearm**
Students will not possess, conceal, or transport any weapon, realistic replica of a weapon, facsimile of a gun, firearm, or any instrument or device capable of firing a projectile, or other instruments that could cause or is intended to cause injury or harm to another, nor will students misuse acceptable objects in a manner intended to cause harm to others.
- 3.10 Offensive touching of another person**
- 3.11 Possession of weapons**
Possession of knives, razor blades, box cutter or other weapons with the intent to be armed

- 3.12 Bomb threats**
Any such communication(s) concerning school property, which has the effect of interrupting the educational environment
- 3.13 Explosives**
Preparing, possessing, or igniting explosives on school property
- 3.14 Sexual acts**
Acts of sexual nature including, but not limited to, battery, intercourse, attempted rape
- 3.15 Inciting or participating in a major student disorder**
Leading, encouraging, or assisting in major disruptions which result in destruction or damage of private or public property or personal injury to participants or others
- 3.16 Unjustified activation of a fire alarm system**
- 3.17 Open defiance to a teacher or school employee**
- 3.18 Disrupting instigation by or involving gangs, groups, or clubs**
- 3.19 Repeated or excessive Class II violations**
- 3.20 Participation in a physical altercation(s) – fighting**
Intentionally touching or striking another student against his/her will, or intentionally causing bodily harm to an individual.
NOTE: See Policy Against Fighting on Page 25
- 3.21 Any other offense which the principal or his/her representative deems reasonable to fall within this category**

Disciplinary Actions for Class III Violations

Administrative options include the following:

- Suspension
- Indefinite suspension – until hearing
- Alternative school
- Expulsion from school
- Juvenile authorities
- Law enforcement officials
- Parental Contact / Conference

NOTE: IN ADDITION TO ANY OTHER DISCIPLINARY ACTIONS TAKEN, STUDENTS CHARGED WITH CLASS III VIOLATIONS, MAY BE REFERRED TO THE APPROPRIATE LAW ENFORCEMENT.

Students currently suspended or assigned to alternative school are not allowed to attend or participate in school functions.

Disciplinary Actions for Bus Violations

To ensure safe transportation of students to and from school as well as school-related events, misbehavior on the bus will not be tolerated. Misbehavior on the bus is defined as any violation of bus expectations, which are listed below. A range of disciplinary responses, including suspension of bus privileges, is available to the administration. The specific responses to be implemented are listed below and should be followed by the principal and/or an appointed designee.

BUS EXPECTATIONS

The driver is in charge of the school bus. School bus transportation is considered an extension of the school day. Students shall conduct themselves in an orderly and respectful manner. Poor conduct will not be tolerated on the bus. Failure to do so endangers the students and driver.

Riding the bus is a privilege, not a right. Loss of bus transportation may occur if the bus rules are not followed.

The school administrator, transportation supervisor, assistant superintendent, superintendent, and his/her designee are the only authorized BCS staff to make the recommendation to suspend students from the bus. The following rules apply:

1. Listen to and obey driver; Do not distract driver.
2. Student must board or exit the bus at their assigned bus stop.
3. Student must not move toward the bus until the bus has made a complete stop, and the doors are opened.
4. Student must remain seated while the bus is in motion and remain seated until the bus has come to a complete stop.
5. Stay seated in assigned seat facing front
6. Students crossing the road after getting off the bus should walk at least 10 feet in front of the bus to make sure they are seen by the driver. Students should never walk in the back of the bus.
7. Keep personal belonging in lap – hands and feet to self.
8. Talk quietly to seat partner(s) only – no shouting.
9. Students must not throw/wave anything from a bus window (i.e., body parts, paper, spitting, etc.)
10. Students must not eat, drink or chew gum on the bus.
11. Students must not use profanity. Students must respect others by not arguing or name calling.
12. Students must never open, tamper with, or exit the emergency doors or windows unless authorized.
13. Students must not block the aisle or emergency doors with book bags, band instruments, or other items.

14. Students will not use any aerosol sprays or body products (deodorants, perfume, etc.) on the bus.
15. Students shall not sit in the driver's seat or attempt to operate any bus mechanisms.
16. 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.
17. Students will not write on, cut, damage seats or other parts of the bus
18. Students shall not strike matches, have lighters, use tobacco, alcohol or drugs in any form on the bus.
19. Students will not play cards or engage in any form of gambling on the bus.

Students who do not adhere to the rules are subject to disciplinary action, suspension, or expulsion.

Violation 1 – Student conference, counseling, and parent contact

Violation 2 – Suspended off the bus for three (3) days, counseling, parent contact

Violation 3 – Suspended off the bus for three (3) days, counseling, parent contact

Violation 4 – Suspended off the bus for five (5) days, counseling, parent contact

Violation 5 – Suspended off the bus for ten (10) days, counseling, parent conference with Central Office Designee

Violation 6 – Suspended off the bus for the remainder of the reaming of the semester and conference with Central Office Designee

Violation 7 – Suspended off the bus indefinitely (time to be determined), counseling, and parent conference with Centra Office Designee. for ten (10) days, counseling, and parent contact

When a student has been suspended from riding the bus, the parent or guardian is responsible for providing transportation to and from school for the child. Any student missing school due to bus suspension will result in an unexcused absence.

When a student is suspended from one bus, he/she is suspended from riding all buses until the suspension is ended.

Policy Against Fighting

Because schools should provide a safe and orderly environment which is conducive to learning, it is not permissible for school officials to tolerate fighting or allow other forms of assault to occur inside the confines of a school building, on school grounds, on a school bus, or at any school function. Fighting is a violation of the Code of Alabama 13A-11-7 and is considered disorderly conduct. A fight is defined as follows:

Any significant physical conflict, hitting or other contact, exchange of blows between two or more individuals, or physical conflict in which injury occurs or fighting continues. (Code of Student Conduct – Offense 3.20). It should be understood that the principal or an appointed designee should investigate all fights and make appropriate decisions concerning the roles of each participant. Incidents requiring medical attention should be reported immediately.

Should it be determined that a fight has occurred, the principal or appointed designee shall, after investigation, immediately call the police department. After obtaining the facts related to the incident and verifying that there are witnesses who are willing to testify in court, the police should be allowed to remove all students involved in the fight unless one is clearly the aggressor. If so, only the aggressor will be removed. Before involving the police, principals and/or an appointed designee must be sure that there are witnesses and sufficient documentation to support these charges should they terminate in a court hearing. Individual secondary school principals and staff members have the authority to sign warrants on any student who is eighteen (18) years of age or older who is involved in a fight.

Fighting carries a minimum three-day mandatory suspension. In addition, if a student who violates the policy against fighting has a prior disciplinary record, the administrator of the school may in his/her discretion also recommend additional consequences for Class III offense.

Parental Notification of Civil Liabilities and Criminal Penalties

The following laws related to civil liabilities and criminal penalties for violence or other behavior by students on school property or against school employees.

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 regularly attend school, or to 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).

Teacher Assault (Act 94-794)

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 to 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)

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 Threaten Physical Harm (Act 94-784)

The school principal shall notify appropriate law enforcement official when a person violates local board of education policy concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person. If any final charge is warranted, the principal is

authorized to sign the appropriate warrant. If that person is a student, the local school shall immediately suspend that person from attending regular classes and schedule a hearing within five (5) days.

If 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, 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 School (Act 94-817)

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. (Note: The term “deadly weapon” means a firearm, or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious physical injury, and such terms include, but are not limited to, a bazooka, hand grenade, missile, explosive/incendiary device, a pistol, rifle, or shotgun; or a switchblade knife, gravity knife, stiletto, sword, or dagger; or any club, baton, billy club, blackjack, bludgeon, or metal knuckles).

Vandalism (Act 94-819)

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

Pistol Possession/Driver’s License (Act 94-820)

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 permit or 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 driver’s license will be suspended for 180 days.

Drop-out/Driver’s License (Act 94-820 which amended Act 93-368 as codified in 16-28-40, Alabama Code, 1975)

The Department of Public Safety shall deny a driver’s license or learner’s permit to any person under 19 who is not enrolled or has not 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.

Gun-Free School Act of 1994

In compliance with the Federal Gun-free School Act of 1994 and with Alabama law, it is the policy of the Barbour County Board of Education that any student determined to have brought a weapon/firearm as herein defined, to the school shall be expelled from the regular school program for a period of no less than one year. Expulsion is defined, at a minimum, as removing a student from a regular school where the violation occurred. Any school administrator having knowledge of a student possessing a weapon or firearm must follow disciplinary actions outlined in Class III offenses in the *Code of Conduct*. However, the Board may modify the expulsion requirement for a student on a case-by-case basis. Also, discipline of students with disabilities who violate this policy shall be determined by the Board on a case-by-case basis in accordance with the requirement of the Individual with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Search and Seizure/Safe and Drug Free Schools

In conformance with State Board of Education Resolution 1-2-g and Alabama Board of Education Administrative Regulation 290-010-020-01, law enforcement agencies shall be allowed to make periodic, unannounced visits to any local public school for the purpose of detecting the presence of drugs.

Lockers, desks, parking lots, and any other fixture or facilities provided for the students are the property of the school district. Also, students are subject to searches by school officials with reasonable cause. School officials may conduct searches or use other detection devices within the facilities or on the school campuses at any time that it is felt that alcohol and other drugs, weapons, or any object considered to be harmful to the safe environment of the school may be present. Such visits may include the use of drug-sniffing dogs in schools and classrooms as appropriate.

Code of Alabama 16.1-24.1 (1975)

Automobile Search: Any automobile entering Barbour County School property is subject to a search of the entire vehicle.

Code of Alabama 16.1-24.1.c (1975)

If 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, the person may not be readmitted into the public school of this state until (1) criminal charges or offenses arising from the conduct, if any, have been disposed of by appropriate authorities and (2) the person has satisfied all other requirements imposed by the local board of education as a condition of readmission.

Due Process

Whenever a Barbour County School System student believes that he/she has a complaint, every effort is to be made to arrive at a satisfactory resolution of the problem on an informal basis. When this cannot be done, students can resort to the more formal procedures as provided herein.

I. Definitions

- A. *Complaint* shall mean any alleged violation, misinterpretation or any inequitable application of any published policy, rule, or regulation of the school system. *Complaint* shall not apply manner in which the method of review is prescribed by law. **Complaints** are objections to a specific act or condition.
- B. *Complainant* shall mean any student or group of students directly affected by the alleged misinterpretation or violation, filing a complaint.
- C. *Faculty/Staff and Administration* shall mean the employees of the Barbour County Board of Education or representative under the direct supervision of an employee of the school board.
- D. *Day* shall mean a school/academic day.

II. Time Limits – The number of days indicated at each level is to be considered the maximum. Time limits may be extended by mutual agreement between the parties.

III. Released Time – The complaint procedure will normally be carried out during non-instructional time. If, however, the Board elects to carry out provision during instructional time, the complainant shall not lose academic credit.

IV. Complaint Procedure

- A. Informal Discussion – If a student believes there is a basis for complaint, he/she shall discuss the complaint with his/her principal or the designee of the principal, (except in cases of discrimination or harassment involving the principal or the designee), in which case the complainant shall report to the Equity Coordinator or other person designated by the Superintendent within five (5) days of the occurrence of the alleged violation except in cases involving harassment or discrimination in which thirty (30) days will be allowed.
- B. Level One – If the complainant is not satisfied with the informal resolution, he/she may, within ten (10) days, file a formal complaint in writing and deliver it to his/her principal or designee. The principal or designee shall communicate his/her answer in writing to the complainant within ten (10) days of receiving the written complaint. Class complaints involving more than one (1) principal or designee and complaints involving an administrator above the building level may be filed by the complainant at level two.
- C. Level Two – If the complainant is not satisfied with the resolution at level one, he/she may, within ten (10) days of the answer, file a copy of the complaint with the

Superintendent. The Superintendent shall indicate his/her disposition in writing to the complainant within ten (10) days.

D. Board Appeal – If the complainant is not satisfied with the resolution by the Superintendent, he/she shall have the right to appeal the Superintendent’s decision to the Barbour County Board of Education.

E. Provided request for placement on Board agenda is filed within ten (10) days.

V. Confidentiality will be provided to the extent possible to any student or affected party who alleges discrimination or harassment.

Protected Prayer

The Barbour County Board of Education has no policy that prevents, or otherwise denies, participation in constitutionally protected prayer in its schools.

“... the First Amendment forbids religious activity that is sponsored by the government but protects religious activity that is initiated by private individuals such as students. Therefore, “among other things, students may read their Bibles, or other scriptures, say grace before meals, and pray or study religious materials with fellow students during recess, the lunch hour, or other non-instructional time to the same extent that they may engage in non-religious activities.”

At the same time, school officials may not “compel students to participate in prayer or other religious activities.” Teachers, school administrators, and other school employees, when acting in their official capabilities as representative of the state, may not encourage or discourage prayer.

COMMUNICABLE DISEASES – HIV

Barbour County Schools shall strive to protect the safety and health of students and employees in the Barbour County School System, as well as their families and the general public, from communicable disease such as HIV. It shall be the policy of the Barbour County Board of Education to use the current best practice guidelines as outlined by the Superintendent and the Barbour County Schools’ Lead Nurse when dealing with communicable diseases. The following general guidelines have been recommended and are to be used in establishing the best practices for dealing with students and staff with communicable diseases.

1. School Attendance

School authorities will determine the educational placement of students known to be infected with a communicable disease following established policies and procedures for students with chronic health problems or students with disabilities. School authorities will consult with the

student's physician and parent or guardian; respect the student's and family's privacy rights; and reassess the placement if there is a change in the student's need for accommodations or services. For example, unless such accommodation is mandated, a student with HIV infection has the same right to attend school and receive services like any other student and will be subject to the same rules and policies as any other student.

2. HIV- Employment

The Barbour County Board of Education does not discriminate on the basis of HIV and shall strive to observe all current federal laws on disability employment.

3. HIV Privacy

Students or staff members are not required to disclose knowledge of HIV infection status to anyone in the education system under mandate by best practices. Every employee has a duty to treat, as highly confidential, any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action.

No information regarding a person's HIV status will be divulged to any individual or organization outside of the school system without a court order or informed, written, signed and dated consent of the person with HIV infection (or the parent or guardian of a legal minor). The written consent must specify the name of the recipient of the information and purpose for disclosure.

All health records, notes, and other documents that reference a person's HIV status will be kept in a secure and confidential file apart from any student record or employee file.

4. Infection Control

All employees are required to consistently follow communicable disease infection control guidelines in all settings and at all times. Equipment and supplies needed to apply the infection control guidelines will be maintained and kept reasonably available. School Health Services personnel shall implement the precautions and investigate, correct, and report on instances of lapse.

School staff members are expected to alert the Barbour County Schools' Lead Nurse if a student's health condition or behavior presents reasonable risk of transmitting any communicable disease.

All employees must consistently adhere to infection control guidelines at all times, which will include locker rooms and all play and athletic settings. First-aid kits must be on hand at every athletic event. All physical education teachers and athletic program staff will participate in annual bloodborne pathogens precaution training and infectious control guidelines. Student orientation about safety on playing fields will include information concerning exposure to bloodborne pathogens and other bodily fluids.

- 5. Preventative Education** The goals of prevention education are to promote healthful living and discourage the behaviors that put people at risk of acquiring communicable diseases such as HIV. Barbour County Schools will use the curriculum adopted by the Alabama State Board of Education.

Parents and guardians may preview all prevention curriculum and materials. School staff members shall assist parents or guardians who ask for help in discussing communicable diseases with their children. If a parent or guardian submits a written request to a Principal that a child not receive instruction in specific prevention topics at school and assures that the topics will be discussed at home or elsewhere, the child shall be excused without penalty.

6. Related Services

Students will have access to voluntary, confidential, age, and developmentally appropriate counseling about matters related to communicable diseases such as HIV infection, through the assigned school counselors and Barbour County School nurses. School administrators will maintain confidential linkage and referral mechanisms to facilitate voluntary student access to appropriate communicable disease counseling and testing programs and to other communicable disease related services as needed. Public information about resources in the community will be kept available for voluntary student use.

7. Staff Development

All school staff members will participate in training programs concerning bloodborne pathogens and standard precautions to reduce the risk of exposure to infectious agents and other communicable diseases. Certain employees will also receive additional specialized training as appropriate to their positions and responsibilities.

Notification of Rights Under the Protection of Pupil Rights Amendments (PPRA)

PPRA affords parents and students who are 18 years of age or emancipation minors (“eligible students”) certain rights regarding the conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students is required to submit to a survey that concerns one or more of the following protected area (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).
 1. Political affiliations or beliefs of the student or student’s parent
 2. Mental or psychological problems of the student or student’s family
 3. Sex behavior or attitudes
 4. Illegal, anti-social, self-incriminating, or demeaning behavior
 5. Critical appraisals of others with whom respondents have close family relationships
 6. Legally recognized privileged relationship, such as with lawyers, doctors, or ministers

7. Religious practices, affiliations, or beliefs, of the student or parents
 8. Income, other than as required by law to determine program eligibility
- Receive notice and an opportunity to opt a student out of
 1. Any other protected information survey, regardless of funding
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screening, permitted or required under State law
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others
 - Inspect, upon request and before administration or use
 1. Protected information surveys of students
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other discrimination purposes
 3. Instructional material used as part of the educational curriculum

The Barbour County School System has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Barbour County School System will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. Each school will also directly notify parents and eligible students, in writing, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collections, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED
- Any non-emergency, invasive physical examination or screening as described above

Parents/eligible students who believe their rights have been violated may file a complaint with the following office:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-4605

Child Find

The Barbour County School System actively seeks to locate, identify, and evaluate children with disabilities from birth to 21 years of age who are not presently enrolled in school.

Parents and guardians of individuals with disabilities should contact the Superintendent's office at (334) 775-3453, the Assistant Superintendent of Teaching/Learning, Support Services, and Special Programs at (334) 775-3533, or the school principal. Others who have knowledge of a child with disabilities are encouraged to contact one of the above persons at the number listed.

It is the official policy of the Barbour County Board of Education that no persons shall, on the grounds of race, color, disability, sex, religion, creed, national origin, or age be excluded from participating in or subjected to discrimination under any program, activity, or employment.

Family Educational Rights and Privacy Act (FERPA)

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires the Barbour County School System, with certain exceptions, to obtain your written consent prior to the disclosure of personal, identifiable information from your child's education records. However, the Barbour County School System may disclose appropriately designated "directory information" without written consent, unless you have advised the system to the contrary in accordance with system procedures. The primary purpose of directory information is to allow the Barbour County School System to include this type of information from your child's education records in certain school publications. Examples include the following:

- A playbill, showing your child's role in a drama production
- The school yearbook
- Honor roll and other recognition lists
- Graduation programs
- Sports activity sheets, such as for basketball, showing weight and height of team member
- Newspaper articles and pictures related to school activities

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local education agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their child's information disclosed without their prior written consent.

If you do not want the Barbour County School System to disclose directory information from your child's education records without your prior written consent, you must notify the System in writing by the 23rd of August. The Barbour County School System has designated the following information as directory information:

- Student's name
- Address

- Major field of study
- Dates of attendance
- Grade level
- Participating in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

Notification of Rights Under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure of personal, identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school system where a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school system to comply with the requirements of FERPA. The name and address of the office that administers FERPA is as follows:

**Family Policy and Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

Parents Right-to-Know Notice

In accordance with Title I of the *Every Student Succeed Act* (ESSA) of 2015, parents, through the Right-to-Know (section 1112(e)(A) provision, may request information regarding the professional qualification of their child's classroom teacher(s) or the qualification of paraprofessionals providing services to their child. Additionally, parents may request information about their child's level of achievement on any state academic assessments. This Right-to-Know applies to all schools receiving Title I funds. For that information, send your written request to the school district Assistant Superintendent of Teaching/Learning, Support Services and Special Programs.

Use of 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 telecommunication devices capable of capturing or relaying information) is strictly prohibited during the administration of a secure test. If a student is observed in possession of a digital device during the administration of a secure test, the device will be confiscated.

If a student is observed using a digital device during the administration of a secure test, testing for the student will cease, the device will be confiscated and is subject to search, the student will be dismissed from testing, and the student's test will be invalidated.

Alabama Literacy Act (#2019-523)

In June of 2019, the state of Alabama established a law to implement steps to improve the reading proficiency of public-school kindergarten to 3rd grade students and ensure that those

students can read at or above grade level by the end of the 3rd grade. ***Retention is a possibility for students who are not on grade level by third grade.*** The first group of students who falls under this act are the second graders of the 2021-2022 school year.

For more information related to the **Alabama Literacy Act**, please visit the link below.
<https://www.alsde.edu/sec/ari/Parent%20Resources/Alabama%20Literacy%20Act%20-%20Frequently%20Asked%20Questions%20for%20K-3%20Families%20Flyer.pdf>

Summer Reading Camp

With the guidance of the Alabama Literacy Act, we are excited to offer a summer reading camp that will be provided to all K-3 students. This camp will be designed specifically to address areas of reading deficiencies through targeted interventions. The teachers who will be providing this enrichment to your child have been identified as highly effective reading teachers as demonstrated through various components.

Report Cards

Report card will be sent home at the end of each grading period. Report cards should be reviewed and signed by a parent or guardian and returned to the school immediately. In case a report card is lost, the school is authorized to charge a fee of two dollars (\$2.00) for its replacement the first time and five dollars (\$5.00) for each additional time.

Progress Report Dates

First Grading Period	September 9, 2021
Second Grading Period	November 15, 2021
Third Grading Period	February 10, 2022
Fourth Grading Period	April 26, 2022

Grading Periods

First Grading Period begins August 9, 2021	Ends October 12, 2021
Second Grading Period begins October 13, 2021	Ends January 7, 2022
Third Grading Period begins January 10, 2022	Ends March 16, 2022
Fourth Grading Period begins March 17, 2022	Ends May 25, 2022

Report Card Dates

First Grading Period	October 15, 2021
Second Grading Period	January 13, 2022

Title I – Parent and Family Engagement

1. It shall be the policy of the Barbour County Board of Education to ensure that parents of all children being served in Barbour County school-wide projects have an adequate opportunity to participate in the design and implementation of that project through avenues to include not less than the following: An annual meeting of all parents will be held at each school to discuss the interpretation of test scores.
2. Report cards will be sent to parents every nine weeks during the school year.
3. Parents' suggestions in planning, development, and operation of the Title I school-wide project will be solicited.
4. An annual public meeting, at one location or at each school, to which all parents will be invited, shall be held to discuss the programs and activities that are carried out with Title I funds, to inform the parents of their right to consult in the design and implementation of the school-wide projects, to solicit parents' input, and to provide parents with the mechanism of maintaining ongoing communication among parents, teachers, and agency officials.
5. School-Parent Compact – The School-Parent Compact is a joint agreement between school and home to help the student in the learning process. The school, parent, and student agree to do certain things that are very important in the learning process. It is very important that each person involved do his/her share to enhance the learning process.
6. Assessment – Assessment is a vital part of the educational process. It is used to determine if skills have been mastered and to determine the number of students who may need more instruction on that skill. All students are assessed on skills taught by the classroom teacher. The time for assessing skills taught is determined by the teacher. Student assessments are also administered according to state guidelines for state assessments.
7. Certified or Licensed Staff – A parent may request a list of the staff and the subjects teachers are certified to teach. They may also request subject-area assignments of teachers.

Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Support (MTSS) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services

in providing high quality, standards-based instruction and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

The MTSS process requires the involvement of classroom teachers, parents, students (when appropriate), building specialists (principal, academic coaches, special education teachers, counselors, gifted teachers, speech therapist) and community service providers. The ultimate purpose of the MTSS process is to enhance the success of students with a variety of academic and/or behavior needs rather than solely determine whether the student qualifies for special education services. The effectiveness of MTSS is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Data are utilized to measure student progress as a result of the instruction, as well as to monitor intervention integrity.

For more information regarding MTSS, please contact your school principal or the Assistant Superintendent of Teaching/Learning, Support Services and Special Programs, Ms. Tara Johnson, in the Central Office at the Barbour County Board of Education, Clayton, Alabama or by telephone at (334) 775-3453, ext. 1008.

Services Under Section 504 of the Rehabilitation Act

Section 504 is the part of the Rehabilitation Act of 1973 that applies to persons with disabilities. **Section 504 is a Civil Rights Act that protects the civil and constitutional rights of persons with disabilities.**

Section 504 of the Rehabilitation Act of 1973 protects persons from discrimination based upon their disability status. A person is disabled within the definition of **Section 504** if he or she

- Has a mental or physical impairment that substantially limits one or more of a person's major life activities; the impairment must impact the child's education.

Referrals for 504 Eligibility must be submitted to the School Counselor at your child's school. A referral meeting will be scheduled to review your child's eligibility for 504 services. To determine eligibility, your child must be evaluated by a team of individuals who are familiar with your child. The results will then be shared at a team meeting in which you will be involved.

Questions concerning 504 Eligibility or services should be directed to Ms. Tara Johnson, Assistant Superintendent of Teaching/Learning, Support Services, and Special Programs at (334) 775-3453, ext. 1008.

Acceptable Use and Internet Safety Policy for the Computer Network of the Barbour County School System

It is the policy of the Barbour County School System to: (a) prevent user access over its computer network 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, identifiable information of minors; and (d) comply with the Children Internet Protection Act [Public Law No. 106-554 and 47 USC 254 (h)].

In order for the School System to be able to continue to make its computer network and Internet access available, all students and staff must take responsibility for appropriate and lawful use of this access. Students and employees must understand that one user's misuse of the network and Internet access may jeopardize the ability of all users to enjoy such access. While the School System's teachers and other staff will make every effort to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access. Students and employees are reminded that computer network and Internet access is a privilege, not a right.

Attached to this Policy is an Agreement. By reviewing, signing, and returning this Agreement as directed, each student or employee agrees to follow the Policy. If a student is under 18 years of age, he/she must have his/her parent(s) or guardian(s) read the Policy and sign the attached Parent's or Guardian's Agreement. The School System cannot provide access to any student or employee, who, if 18 or older, fails to sign and submit the Agreement to the school as directed or, if under 18, does not return the Parent's or Guardian's Agreement as directed with the signatures of the student and his/her parent(s) or guardian(s). Upon returning the signed Agreement, the student or employee will be provided computer network and Internet access.

Listed below are the provisions of your agreement regarding computer network and Internet use. If students have any questions about these provisions, they should contact their school principal. Employees should direct their questions to the immediate supervisor. If any user violates this Policy, the student's or employee's access may be denied or withdrawn, and he/she may be subject to additional disciplinary action.

I. Personal Responsibility

By signing the attached agreement, you agree not only to follow the guidelines of this Policy but also to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violation of this Policy or any other use that is not included in the Policy but has the effect of harming another or his/her property. Unless otherwise directed, students should report misuse of the network to the classroom teacher or principal of their school. Employees should report misuse to the building principal or their immediate supervisor.

The provision of this policy applies to Barbour County School staff (administrative, certified, and classified/support) as well as to the students.

II. Term of the Permitted Use

A student who submits to the School, as directed, a properly signed agreement and follows Policy to which he/she has agreed will have computer network and Internet access during the course of the school year only. Students will be asked to sign a new use agreement each year during the time they are students in the Barbour County School System, prior to being given an access account. The Board, at its discretion, may withdraw or revoke Internet access at any time and for any reason, even absent a violation of this Policy.

An employee who submits to the School principal or immediate supervisor, as directed, a properly signed agreement and follows the Policy to which he/she has agreed, will have computer network and Internet access. Employees will be asked to sign a new use agreement each year during the time they are employed by the Barbour County School System, prior to being given an access account. The Board, at its discretion, may withdraw or revoke Internet access at any time and for any reason, even absent a violation of this Policy.

III. Acceptable Uses

Educational Purposes Only. The Barbour County School System is providing access to its computer networks and the Internet for educational purposes only. If you have any doubt about whether a contemplated activity is educational, students may consult with their classroom teachers, librarian, and/or school principal, and employees with their building principal and/or their immediate supervisor, to help you decide if a use is appropriate.

Unacceptable Uses of Network. Among the uses that are considered unacceptable and which constitutes a violation of this Policy include, but are not limited to, the following:

1. **Uses that violate the law or encourage others to violate the law.** Examples of such use include but are not limited to the following: transmission of offensive or harassing messages; viewing, transmitting, or downloading pornographic material or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyright symbol, you should assume that all materials are protected unless there is explicit permission on the material to use them.
2. **Uses that cause harm to others or damage to their property.** Example of such use include but are not limited to the following: defamation (harming another's reputation by lies); the creation and/or uploading of "worms," "viruses," "Trojan horses," "time bombs" or any other harmful form of programming or vandalism; and participation in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.
3. **Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.** Do not disclose or share your password with others, and do not use anyone else's password.
4. **Buying and selling.** Students and other users may not sell or buy anything over the Internet. You should not give others private information about you or others, including

credit card numbers and social security numbers. At its discretion, the Board may approve the limited use of the Internet and email for school-system related commercial activities, such as fund-raising activities, related to education and/or employment.

Etiquette. All users must abide by rules of network etiquette, which include, but are not limited to, the following:

1. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
2. Avoid language and uses, which may be offensive to other users. Don't use access to make, distribute, or redistribute jokes, stories, or other material which is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
3. Don't assume that a sender of an e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection.
4. Be considerate when sending attachments with e-mail. Be sure that the file is not too large to be accommodated by the recipient's system and is in a format which the recipient can open.

IV. Internet Safety

- A. **General Warning.** Individual Responsibility of Parents and Users. All users and their parent(s) or guardians(s) are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his/her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a user finds that other users are visiting offensive or harmful sites, he/she should report such use to the classroom teacher, school principal, and/or his or her immediate supervisor.
- B. **Personal Safety.** Be safe in using the computer network and Internet. Users must not reveal personal information such as their home address or telephone numbers. Students should not use last names or any other information, which might reveal their identity or location without the permission of a supervising teacher. Students must not arrange a face-to-face meeting with someone they "meet" on the computer network or on the Internet without their parents' permission (if the student is under 18). Regardless of age, no user should ever agree to meet a person they have only communicated with on the Internet in a secluded place or in a private setting.
- C. **Hacking and Other Illegal Activities.** It is a violation of this Policy to use the School's computer network or the Internet to gain unauthorized access to other computers or computer

systems or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

- D. Confidentiality of Students Information.** Personal, identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private information or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security Numbers (SSN). A system administrator may authorize the release of directory information, as directed by the Alabama law and the Family Educational Right to Privacy Act (FERPA), 20 U.S.C. 1232g, for internal administrative purposes or approved educational projects and activities. In accordance with 20 U.S.C 1232g(a)(5)(B), public notice of any such release of information shall be given, and parents shall be allowed a reasonable time to object to the release of information.
- E. Active Restriction Measures.** The Barbour County School System utilizes filtering software to protect against access to visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. The school and/or system will also, periodically and to the fullest extent practical, monitor the online activities of students and staff, through direct observation and/or technological means, to attempt to prevent students from accessing such depictions or any other material which is inappropriate for minors. While the school and/or system will use their best efforts to prevent such access by students, it is impossible to guarantee that students will not be prevented from accessing such materials, by evading or defeating the filters or this Policy. The School and System rely on the cooperation and assistance of all users to report unauthorized access or other violation of the Policy. Further, filtering may be disabled for the purpose of bona fide research or other lawful purposes, at the discretion of any administrator, supervisor, or other person authorized to do so by the School Board.
- F.** All students will be provided an Internet Safety course before being allowed to utilize the Internet with Barbour County Schools computer equipment. Also, students will not be allowed to utilize the Internet with school equipment unless supervised.

V. Privacy

Network and Internet access provided as a tool for the education and employment related activities of the System's students and staff. The Barbour County School System reserves the right to monitor, inspect, copy, review, and store at any time, and without prior notice, any and all usage of the computer network and Internet access to any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the Barbour County School System and no user shall have any expectation of privacy regarding such materials.

VI. Failure to Follow Policy

The user's use of the computer network and Internet is a privilege, not a right. A user who violates this Policy, any other applicable Board policy, or any federal or state law, shall, at a minimum, have his/her access to the computer network and Internet access terminated. The user may also be subject to other disciplinary action, up to and including termination of employment or enrollment, if a user violates this Policy by his/her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy if he/she permits another to use his or her account or password to access the computer network and Internet. The School System may also take other disciplinary and/or legal action.

VII. Warranties/Indemnification

The Barbour County School System makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this Policy. The Barbour County School System shall not be responsible for any claims, losses, damages, or costs, (including attorney's fees) of any kind suffered, directly or indirectly, by any user or his/her parent(s) or guardian(s) arising out of the user's use of its computer networks or the Internet under this Policy.

By signing this Policy, the user is taking full responsibility for his/her use, if the user is 18 or older, or, in the case of a user under 18, the parent(s) or guardian(s) is/are agreeing to indemnify and hold the School, the School System, and all of its administrators, teachers, and staff harmless from any and all loss, cost, claims, or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent(s) or guardian(s) agrees to cooperate with the School in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet, whether that use is on a school computer or on another computer outside of the School System's network.

VIII. Updates

Users, and if appropriate, the user's parent(s) or guardian(s), may be asked from time to time to provide new or additional registration and account information or to sign a new Policy, for example, to reflect developments in the law or technology. Such information must be provided by the user or his/her parent(s) or guardian(s), and a new Policy must be signed, if the user wishes to continue receiving service. If at any point after you have provided your account information, some or all the information changes, you must notify the persons designated by the school to receive such information.

Legal References

- Children’s Internet Protection Act of 2000 (H.R.4577, P.L.106-554)
- Communications Act of 1934, as amended (47 U.S.C. 254[h], [l])
- Elementary and Secondary Education Act of 1965, [As amended through P.L.114-95, enacted on December 10, 2015]

Barbour County Schools 2021 - 2022 Calendar

Institute/Professional Development	Wednesday, August 4, 2021
Professional Development/Teacher Workday	Thursday & Friday, August 5 – 6, 2021
First Day for Students (Virtual/Remote)	Monday, August 9, 2021
Labor Day Holiday	Monday, September 6, 2021
eLearning Day	Wednesday, October 6, 2021
Columbus Day Holiday	Monday, October 11, 2021
Veterans Day Holiday	Thursday, November 11, 2021
Thanksgiving Holiday	Monday, November 22 - Friday, November 26, 2021
eLearning Day	Thursday, December 2, 2021
Weather Day*/Christmas Break	*Monday, December 20, 2021 – Friday, December 31, 2021
Teacher Workday	Monday & Tuesday, January 3 - 4, 2022
Students Return	Wednesday, January 5, 2022
Martin L. King, Jr. Birthday	Monday, January 17, 2022
eLearning Day	Wednesday, February 16, 2022
Weather Day*/President Day	Monday, February 21, 2022
Spring Break	Monday, March 28 – Friday, April 1, 2022
Good Friday	Friday, April 15, 2022
eLearning Day	Thursday, April 28, 2022
<i>Graduation</i>	<i>Friday, May 20, 2022</i>
Last Student Day	Thursday, May 26, 2022
Teacher Workday/PD	Friday, May 27, 2022

Acknowledgement

I, _____ enrolled in _____ school and my parent(s)/guardian(s) hereby acknowledge by our signatures that we have received, read, or had read to me, and understand the **Barbour County Schools Parent/Student Handbook, 2021-2022**.

(Signed) _____
Student's Signature

(Signed) _____
Parent's/Guardian's Signature

(Signed) _____
Parent's/Guardian's Signature

(Date) _____

Note: Please detach this page after signing and have your child return to his/her homeroom teacher. This **Acknowledgement** will become a part of the student's cumulative file for the 2021 - 2022 school year.

PLEASE RETURN WITHIN FIVE SCHOOL DAYS AFTER RECEIVING THE HANDBOOK

**USER AGREEMENT
PARENT PERMISSION FORM**

Student's Name: _____

Student No: _____

School: _____ Grade: _____

Parent's Name _____ Telephone: _____

Address: _____

User Agreement

As a user of Barbour County School's networked information resources, I have read and understand the Acceptable Use Guidelines, and I agree to comply with such guidelines and all other applicable laws and restrictions.

Student's Signature: _____ Date: _____

Parent Permission

As the parent or guardian of the above-named student, I have read and understand the Acceptable Use Guidelines, and I hereby grant permission for my son or daughter to access networked information resources such as electronic mail and the Internet while at school, professional or career development, and limited high-quality self-discovery activities.

Parent's Signature: _____ Date: _____

PICTURE DISPLAY IN SYSTEM MEDIA

Dear Parent or Guardian:

The Barbour County School System uses electronic and paper media as valuable means to keep parents and the community informed about what is going on with our school system and at our schools.

At times, we may want to include photos of our students as a part of this media.

This form must be completed and returned by each student to allow the student's photo to be displayed in Barbour County Board of Education media.

.....

_____ I **DO** give my permission to use my child's picture in the Barbour County Schools' media.

_____ I **DO NOT** give my permission to use my child's picture in the Barbour County Schools' media.

Child's name: _____

Parent's signature: _____

Date: _____

Barbour County

Schools

Grading, Promotion, & Retention Policy

GRADING SCALE (Numerical Basis for Grades)

1. The scale for determining nine weeks, semester, and the yearly grades for subjects is listed below.

Kindergarten GRADING SCALE	
E = Excellent (Grade equivalent to an A)	90 - 100
G= Good (Grade equivalent to an B)	80-89
S = Satisfactory (Grade equivalent to an C)	75-79
N = Needs Improvement (Grade equivalent to an 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

2. 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 lieu of a grade.
3. The numerical scale for the quarter grade, semester grade, and yearly grade shall determine the values assigned for learning activities (reports, projects, portfolios, and other criterion-based assignments).
4. In averaging grades, any fractional part .5 (1/2) or over will be rounded up to the next whole number (examples: 90.5 = 91; 81.6 = 82; 59.51 = 60).
5. 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 exam. If the average is below 60, the subject is failed.

GRADING AND ATTENDANCE

- A. 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. It shall be the responsibility of the student or the student's parents, guardians, or custodian to arrange with the teacher to make up the work. Make-up work shall be permitted only when written excuses from parents, guardians, or legal custodian have been received in accordance with this policy.
- B. 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 per semester course MAY BE DENIED CREDIT FOR THAT COURSE.**

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 period, 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 documentation of the review and intervention should take place throughout the grading period.

GRADING CRITERIA

- A. Grades must be determined on the basis of several factors (projects, class assignments, activities, etc.) rather than one source such as a test.
- B. Nine weeks grades will be determined by the following scale: 60% MAJOR GRADES and 40% MINOR GRADES. End of the Quarter Assessments may be calculated based on 20% of the Final Quarter Average.
- C. A minimum of 4 DIFFERENT MAJOR GRADES and 7 DIFFERENT MINOR GRADES shall be administered during a grading period to give an overall indication of

the student's performance.

- a. ALL major grades and minor grades MUST be academic in nature and be 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, with no more than 5% coming 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 and 3 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 Power Schools SIS using the Category Average Method.
 - h. Major grades must be placed in Power Teacher /Power Pro Gradebook no more than 7 days (weekdays) after the assignment is received. Minor Grades must be placed in Power Schools SIS no more than 5 days (weekdays) after the assignment is received. This will be monitored by both school administrators and central office personnel.
- D. If a student turns in an assignment after its due date, teachers may deduct up to 11 penalty points per day past the due date.
- E. **CONDUCT (ELEMENTARY ONLY)** - Conduct is **not** to be considered in determining academic grades. Each teacher is to evaluate students on 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 Power Schools SIS.
- F. **DUAL ENROLLMENT/Weighted Grades (High School Only)**
- a. Barbour County Schools defines Dual Enrollment as a program that allows eligible high school students (usually sophomores, juniors, and seniors) to enroll in college courses for credit prior to 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 at each college's website.
 - c. Barbour County Schools partners with technical, 2yr/4yr colleges and universities to provide dual enrollment for Career Technical

and Academic Courses. Grades for Career Technical Dual Enrollment Courses shall be weighted for the purposes of 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 Course would be worth 4.5 points; a B would be worth 3.5 points; a C would be worth 2.5 points; a D would be worth 1.5 points; an F would not be weighted.

- d. Barbour County Schools partners with technical, 2yr/4yr colleges and universities to provide dual enrollment for Career Technical and Academic Courses in the areas of English, Mathematics, Science, and/or Social Studies. Grades for Academic Dual Enrollment Courses shall be weighted for the purposes of 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 will allow eligible students to take a free English, Mathematics, Science, and/or Social Studies course at a 2yr/4yr college or university.
- f. Any credit earned through approved Dual Enrollment courses and programs must be received by the high school counselor no later than 45 days after the final day of the Dual Enrollment course.
- g. 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 they are received by the high school counselor no later than 45 days after the final day of the Dual Enrollment course.

G. 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 and sophomores (Junior & Senior Exemption ONLY)
- c. Students who miss a class while participating in a principal-authorized activity on or off the campus will not be considered absent for exemption purposes. No more than two

authorized university visits shall be considered within the exemption.

- H. Weekly grades entered in Power Schools SIS, Mid-Nine Weeks Progress Reports and Nine Week Report Card grades will be monitored by both school administrators and central office personnel to prevent and address high failure rates.
- I. The teacher will have the numerical average and letter grade in the Power Schools SIS gradebook and/or section reports for academic work for quarter periods.
- J. The numerical average and letter grade for each quarter period will be recorded on report cards.
- K. Teachers will retain student graded papers for the documentation of 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 summer months.
- L. A student will not participate in classes offered for remediation, intervention, Credit Recovery or Credit Advancement during the school day if he/she is required to miss regular classroom instruction in any core subjects.

PROGRESS REPORTS, REPORT CARDS, TRANSCRIPTS

- A. The numerical average and letter grade will be recorded on Progress Reports, Report Cards, and Transcripts.
- B. 100 is the highest numerical grade that will be recorded on Progress Reports, Report Cards, and Transcripts. The numerical average and letter grade for each quarter period will be recorded on the report cards.
- C. Progress Reports generated by Power Schools SIS will be provided to parents at the midpoint (4th nine weeks) of each grading period for **all** students. Report Cards generated by Power Schools SIS 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 and superintendent. Written permission will be kept on file at the school and a copy submitted to the curriculum department.
- F. Once grade posting is complete for any quarter/semester, grade corrections must be made through the office of Curriculum & Instruction. The principal will submit documentation for any 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 best interest of the student after careful evaluation of all available factors. School personnel will invite parents to be a part of the discussion relating to the advantages and disadvantages of alternatives. 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 on the basis of which grade provides the student the better probability of success in his educational development and parent agreement.

Elementary (Grades 1-2 and 3-5)

A. students in grades 1-2 must pass (60% and above) reading and math for the year to be promoted to the next grade.

B. students in grades 3-5 must pass (60% and above) English-Language Arts, reading, mathematics and science or social studies to be promoted to the next grade level.

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. Promotion for a student who is under a 504 plan, an Individualized English Language Plan, or an Individualized Education Program may be determined by a committee.

Middle School (Grades 6-8)

A. students 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.

B. 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 9th-12th Grade

A. Students must earn a minimum yearly average of 60% in each of the required and elective Carnegie Unit courses.

B. Carnegie unit credit will be based on a full academic year standing with both semesters averaging to a grade of 60 and above.

C. Any student in grades 9-12 who has accumulated **more than five (5) combined unexcused absences and suspensions per semester per semester course MAY BE DENIED CREDIT FOR THAT COURSE.**

D. Students must earn a Carnegie unit in the core areas of English, Math, Science, Social Studies plus 1 elective credit AND earn a

minimum number of Carnegie units (credit) necessary for grade placement as indicated below to be classified as a student in the next grade.

- a. 9th graders must earn 5 units to be considered a **Sophomore**
- b. 10th graders must earn 11 units to be considered a **Junior**
- c. 11th graders must earn 17 units to be considered a **Senior**
- d. 12th graders must have the minimum 24 credits required by the Alabama State Department of Education.
- e. Promotion will occur at the end of each semester.

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** any combination of “A”s and “B”s in all academic subjects will qualify for the “A-B” Academic Honor Roll.
- C. **Any student in grades 1-12** with “B”s 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 student in kindergarten** any combination of “E”s and “G”s in all academic subjects will qualify for the “A-B” Academic Honor Roll.
- G. **Any student in kindergarten** with “G”s in all academic subjects will qualify for the “B” Academic Honor Roll.

CLASS RANK- SELECTION OF VALEDICTORIAN AND SALUTATORIAN (8th Grade and 12th Grade)

- A. Seniors will be given a Grade Point Average (GPA) and a class ranking in the fall of their senior year for college applications and college scholarships. This GPA will only be inclusive of ALL attempted Carnegie units.
- B. The student must have been in attendance at the high school or middle school for a minimum of three consecutive semesters prior to graduation.
- C. The Valedictorian and Salutatorian will be selected at the completion of the 3rd Nine Weeks so that all coursework is included in the calculation of the final GPA. The criteria for selection follows:
 - a. 8th grade class rank will be determined based on all yearly averages earned in 6th Grade - the 3rd nine weeks of 8th grade.

- b. Senior class rank will be determined based on all semester averages earned 9th Grade - the 3rd nine weeks 12th Grade.
- D. Honor students must have a cumulative, overall GPA of 3.5.
 - a. 8th grade honor students will be determined based on grades earned in 6th- the 3rd nine week of 8th grade.
 - b. Senior honor students will be determined based on grades earned 9th- the 3rd nine week of 12th grade.
- E. 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.

TRANSFERS INTO THE SYSTEM

- A. Transfers from district approved Accredited Schools (State or Regional)
 - a. A student entering Barbour 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 makes a request. Transfer Records should not be given to parents to deliver to the receiving school.
 - c. If a student transfers to another school not in the system, the originating school should send a copy of the cumulative card to the receiving school upon written request.
- B. Transfers from Non-accredited Schools (State, Regional, or Home)
 - a. A student entering Barbour 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 by using a variety of 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)
- C. 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 (Barbour 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 such time as 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 (Barbour County Schools), and who had an 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 such time as 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 determined to be necessary by the IEP Team, that evaluation will be considered to be 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 parents' refusal.
- c. The new public agency (Barbour 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 promptly respond to such request from the new public agency.

GRADING/PROMOTION/RETENTION FOR STUDENTS WITH DISABILITIES

- A. Accessibility of the Child's IEP. Each public agency (Barbour 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 who is responsible for implementing the IEP. In addition, each teacher and provider must be informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with his or her IEP. When revisions are made to the IEP, the persons responsible for IEP implementation must be informed of the changes.

B. *Persons Responsible for IEP Implementation* form used to document the Accessibility of the Child's IEP.

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 an B)	80-89
S = Satisfactory (Grade equivalent to an C)	75-79
N = Needs Improvement (Grade equivalent to an 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 in terms of the criteria stated.

C. Progress reports (indicating whether the progress, if continued, is sufficient to meet the annual goal) will be sent to parents in accordance with timelines established in the IEP.

D. The teacher(s) must be able to provide evidence to justify all subject area grades. Evidence must be available to justify 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, 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 will be graded on their progress according to their IEP.

GIFTED PROGRAM DEFINITION

- A. Intellectually gifted children and youth are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared with 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, across all economic strata, and in 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 Barbour County School System shall prohibit discrimination against any student on the above basis with respect to his/her participation in the gifted program.
- C. The Alabama Administrative Code requires that LEAs must utilize a variety of service delivery options that may include but are not limited to resource room pull-out, consultation, mentorships, advanced classes, and independent study. Gifted students’ need for complexity and accelerated pacing must be accommodated for in the general education program. Accommodations may include strategies such as 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 requests for subject or grade acceleration.
- D. Barbour 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
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GIFTED REFERRAL PROCESS

- a. Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when 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, across all economic strata, and in all areas of human endeavor.
 - b. Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist.
 - c. For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.
 - d. To make a referral, contact the principal or counselor at your child's school.
- A. The Barbour County School System will select and administer tests and evaluative materials that are sensitive to cultural, economic, and/or linguistic differences and that are appropriate for the special populations such as the sensory impaired, LEP, or physically impaired student. Students from underrepresented groups will have both verbal and nonverbal abilities assessed (and creativity when appropriate) before being determined ineligible.
- B. Evaluation of Gifted Students Elementary Students Only Elementary Resource Room Pullout
- 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 be expected to do the class activities missed 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, 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 on a regular basis (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, the provision will be made for a parent conference. 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 consideration for acceleration 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 Barbour 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 RELATED TO ENGLISH LEARNERS –

ELs

- A. Each school will follow specific procedures for identifying ELs. Requirements and guidelines have been established by the Alabama State Department of Education 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 that 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 be failed in a content area on the basis of lack of English language proficiency**. Appropriate instructional accommodations are the key to appropriate 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). **Participation in the learning process**, in direct or accommodated methods, **is required** for all students. **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. Involvement of ELs in the learning process should not be postponed because of language limitations. Teachers should find ways to include ELs in the learning process. Non-meaningful grades should not be assigned to ELs.
- I. Specific accommodations and strategies should be used to assist ELs. Specific training in how to accommodate ELs will be provided to grade level and content area teachers through the Office of Curriculum & Instruction.
- J. For **beginning** ELs (non-English proficient or limited-English proficient) alternative assessment is a preferred option. 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. Teachers, under the leadership of the EL Committee, will document 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 exactly where the student is performing in terms of educational goals. Copies of graded work should be kept in the profile folder of each EL with documentation of accommodations provided.
- M. **Students in Grades 9-12** must be given the opportunity 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 be failed on the basis of lack of English language proficiency.
- d. Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.
- e. Students who participate 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 effective.
- g. State Mandated Testing
 - i. Only ELs who are in their first year of enrollment in an English-speaking US school may be excluded from certain tests.
 - ii. 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 receiving special education services, 504 services, or English language instructional services in a pull-out program or in the regular classroom in order 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 on an annual basis or more often as needed.

SUMMER SCHOOL/TWILIGHT SCHOOL

- A. Any summer school or twilight program in Barbour County Schools system will be conducted in accordance with the Southern Association of Colleges and Schools (AdvancED / Cognia) accreditation standards.
- B. 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, if credit is desired.
- C. If a course is offered at a Barbour County summer school, credit will not be given for that course taken at another school. Any exception must be approved by the principal prior to enrollment.

EXCHANGE OF INFORMATION/TRANSFER OF RECORDS

- A. Transfer During The Year
 - a. If a student transfers to another school during the school year, records will not be forwarded until the receiving school makes a request. Transfer Records should not be given to parents to deliver to the receiving school.
 - b. 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.
 - c. 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 originals:
- B. Transfer/Withdrawal Notice (form)
- C. Grade Summary Sheet (report card)
- D. Blue Card
 - a. Written Request of Records from the receiving school: (Should be provided within 48 hours by the receiving school)
- E. Withdrawal form
- F. State standardized test results (labels should be placed on the cumulative records by the sending school.)

- G. Grade/Credit Recovery Documentation Forms (As Applicable)
- H. Cumulative Record card – send original, keep copy
- I. Immunization Certificate
- J. Student Health Folder, Annual Health Screening Record, and Individual Medication Chart
- K. Educational Planning Worksheet
- L. Copy of Social Security Card (voluntarily submitted by parent)
- M. Copy of Birth Certificate
- N. 504 records, ESL records, RTI records, (all hand delivered and signature receipt received).
- O. ESL folders, if applicable, must be hand-delivered
- P. Final Grade Summary Report (report card)
- Q. Registration card (students with disabilities only)
- R. Academic/Career Plan and Career Interest Inventory, Grade 8
- S. Documentation of parental understanding of high school graduation requirements.
- T. Special Education Records
 - a. Eligibility and IEP folders for students with disabilities must be delivered according to guidelines established by the Department of Special Education.
- U. End-of-the-Year Transfer to the Next Grade Span
 - a. Within fifteen (15) work days after the end of the school year, “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. (Example an elementary school would send the list of regular program 5th graders being promoted to the 6th grade to the receiving middle school.)
 - b. 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:
- V. Immunization Certificate
- W. Educational Planning Worksheet
- X. Cumulative Record Card
- Y. Grade/Credit Recovery Documentation Forms (As Applicable)
- Z. Student Health Folder, Annual Health Screening Record, and Individual Medication Chart
- AA.** State standardized test results (labels should be placed on the cumulative records by the sending school.) Since assessment results may not be received before August in the succeeding

academic year, Assessment results should be sent within 15 days of receipt.

BB. Home Language Survey

CC. Copy of Social Security Card

DD. Copy of Birth Certificate

EE. 504 records, ESL records, RTI records (all hand delivered and signature receipt received).

FF. ESL folders, if applicable must be hand delivered

Final Grade Summary Report (report card)

Registration Card (students with disabilities only)

II. Academic/Career Plan folder & Career Interest Inventory (Grade 8)

- a. 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)
- b. All records from sending school must be forwarded to receiving schools within five (5) working days after the end of summer school.
- c. 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.
- d. 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 completer report, no-show reports and letters of request and other records verifying the new location for the exiting student.

CREDIT RECOVERY

In accordance with the guidelines of the Alabama Department of Education (ALSDE), the Barbour 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 are eligible to apply for Credit Recovery if the final grade earned in a course required for graduation was between 40 or above.

Alternatively, such a student can choose to repeat a course in its entirety during the next regular school term. Students who have not achieved a baseline average of 40 or above (on a 100-point scale), must repeat the entire course.

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 serious or repeated misbehavior, failure to adhere to program attendance requirements, or failure to make adequate progress towards 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 will be nonrefundable should the student be dismissed from the program.

The Credit Recovery Program will operate outside normal school hours during the school year and two three-week terms during Summer School. Students may enroll in one Credit Recovery Course at a time during the school year. Upon successful completion of one course, they may enroll in another course. During Summer School, students may recover up to (2) full Carnegie Units.

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 & Edgenuity Courses will be the primary source of instruction used to provide students with the instructional content and curriculum.
- B. ACCESS Distance Learning Credit Recovery & Edgenuity Courses to 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 & Edgenuity 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 must

- complete a post-test in order to move to the next module.
- D. All ACCESS Distance Learning Credit Recovery & Edgenuity Courses maintain a high degree of rigor. Students will be expected to complete all course work assigned when pretest mastery is not met.
 - E. Current ACCESS Distance Learning Credit Credit Recovery Edgenuity 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. 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 successful completion of 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. Students athletes should be advised athletes accordingly.

Credit Recovery Grades and Credit

- A. A maximum grade of 70 may be awarded in a Credit Recovery course.
- B. Grade forgiveness will be used, whereby the original failing grade is replaced by the Credit Recovery grade for 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 choose to 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 he or she 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 proficiency of content 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 high school principal.

Instructional Content and Curriculum

- A. ACCESS Distance Learning Credit Advancement Courses or a third-party software program will be the source of instruction used 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. Successful completion of a Credit Advancement course allows 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 must complete a post-test in order 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 course work assigned 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
- F. National Collegiate Athletic Association **(NCAA) may not recognize Credit Advancement for course credit.** Student athletes should be advised accordingly based on NCAA Credit Advancement Guidelines.

FAST TRACK GRADUATION

The Fast-Track Graduate (FTG) Program is initiated to offer innovative options for early high school graduation for our self-motivated students who strive to enter college, the military, or the workforce early. The FTG Program is an additional option for students with severe health and personal crises as well.

Several criteria are identified for students to qualify for the FTG Program:

- 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
- 17 or higher on ACT
- Silver Level on Workkeys
- 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
- **FTG 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 the FTG Program. 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.

GRIEVANCE / COMPLAINT PROCEDURES

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

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

ANTI-DISCRIMINATION POLICY

The Barbour County Board of Education shall not discriminate on the basis of 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 Superintendent may be contacted at the Board of Education.

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/or 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/or 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. The Superintendent may appoint a designee to handle the complaint against the principal / supervisor pursuant to the grievance procedures. The Superintendent shall follow the grievance procedures set forth below in lieu of the principal / supervisor.
4. The principal / supervisor shall schedule a meeting with the grievant within five (5) school days after the written complaint has been submitted to the principal / supervisor.
5. The principal / supervisor shall conduct any investigation of the facts necessary before rendering 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 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

7. 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 was regarding the school principal / supervisor, and originally made with the superintendent, proceed to step 9.
8. 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.

9. The Superintendent shall issue to the grievant, unless good cause for delay is shown, within fifteen (15) school days after the grievant submits the appeal, a written determination as to the appeal and its resolution. 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

10. If the grievant is dissatisfied with the Superintendent's designee's decision, the grievant may appeal the decision to the Superintendent. The appeal to the Superintendent 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.
11. The Superintendent shall review the written documents and may schedule and hold a conference with the grievant, principal, supervisor or other individuals the Superintendent determines appropriate.
12. The Superintendent shall issue to the grievant, within a reasonable time after the grievant submits the appeal, a written determination as to the appeal and its resolution. 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 decision of the Superintendent is final.
13. 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 in order to achieve a prompt an 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.
14. The Board of Education will take all appropriate steps to prevent the

recurrence of any discrimination as identified in this policy and to correct discriminatory effects on the grievant and others, if appropriate.

15. Individuals shall not be subjected to retaliation because they filed a grievance, appeal or participated in an investigation pursuant to the grievance procedures.

**Grievance Complaint Form
(General Administrative Procedure)**

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.: _____

III. Please provide a description of the alleged violation of each individual whose action is an issue, including dates, times of actions 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:

- | | | | | | |
|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|---------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Gifted Procedures and Practices | <input type="checkbox"/> | <input type="checkbox"/> | Form attached |
| <input type="checkbox"/> | <input type="checkbox"/> | Discrimination | <input type="checkbox"/> | <input type="checkbox"/> | Form attached |

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

- | | | | | | |
|--------------------------|--------------------------|-----------------------|--------------------------|--------------------------|---------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Complaint / Grievance | <input type="checkbox"/> | <input type="checkbox"/> | Form attached |
|--------------------------|--------------------------|-----------------------|--------------------------|--------------------------|---------------|

Based on the belief that an employee has acted improperly or has otherwise caused the grievant/complainant to suffer a hardship or wrong. This may be completed by parents, guardians, third parties, and /or students

VII. 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 in order 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