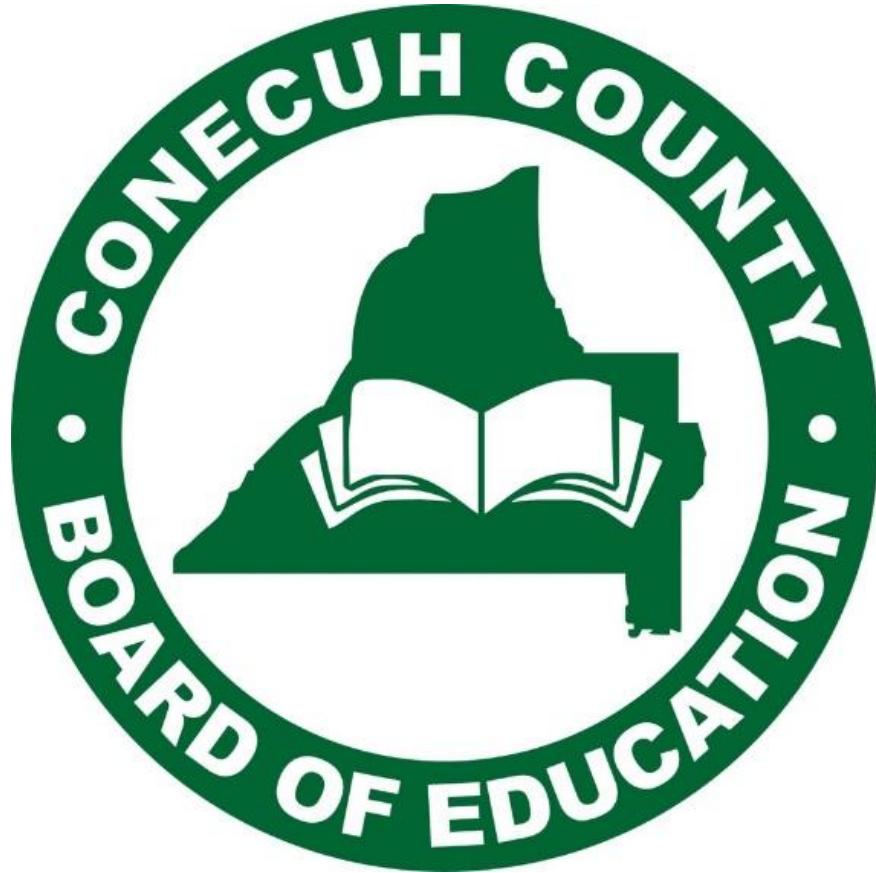


Conecuh County Schools’ Student Handbook



2022-2023

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Conecuh County Board of Education Members

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Listing of Schools & Leaders

Conecuh County Junior High School

Ms. Nikki Crum, Principal

Evergreen Elementary School

Mr. John Brantley, Principal

Mr. Jerrod Thomas, Assistant Principal

Genesis Innovative School

Mrs. Maryann Danford, Principal

Hillcrest High School

Dr. Stacey Gill, Principal

Dr. Demetrius Gates, Assistant Principal

Workforce Development Center

Ms. Briana Hall, CTE Director

Lyeffion Junior High School

Ms. Michal Stallworth, Principal

Repton Junior High School

Mr. Tommy Dukes, Principal

Southside Preparatory Magnet Academy

Dr. Antwuan Stinson, Program Principal

Thurgood Marshall Middle

Mrs. Candace Powell, Principal

INTRODUCTION

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

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

HOW TO RESOLVE AN ISSUE AT YOUR SCHOOL

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

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

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

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

PRIVACY AND PROPERTY RIGHTS

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

STUDENT GRIEVANCE PROCEDURE

Students will be assured the opportunity for an orderly presentation and review of grievances of the most immediate level of supervision from the teacher then to the school principal. In the event local school personnel are unable to resolve a student grievance, the student may then contact the Conecuh County Board of Education.

NONDISCRIMINATION POLICY

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

SPECIAL EDUCATION

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

CHILD FIND

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

GIFTED EDUCATION

Gifted students are those who perform at or 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.

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

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.

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

PROGRAM ACCESSIBILITY

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

FEDERAL PROGRAM - 504 COMPLIANCE

It is the official policy of the Conecuh County School System that no person shall, on the grounds of race, color, disability, sex, religion, national origins or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment. For additional information, parents or guardians should contact their child's teacher, principal, counselor or the 504 Coordinator, LeAnn Smith, Conecuh

PARENT- FAMILY ENGAGEMENT POLICY

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

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

1. Student conduct in all school activities shall be governed by all applicable Federal and State laws, local ordinances, the policies, rules, and regulations included in the Conecuh County Schools Student Handbook, and other policies adopted by the Conecuh County Board of Education.
2. The school principal shall notify appropriate law enforcement officials when a person violates local board of education policies concerning drugs, alcohol, weapons, physical harm to a person or threatened physical harm to a person. If any criminal charge is warranted, the principal is authorized to sign the appropriate warrant. In the event that person is a student, the local school system shall immediately suspend that person from attending regular classes and schedule a hearing within 5 days.
3. 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.

RESPECT FOR PERSON, PRIVACY AND PROPERTY

Student Responsibilities

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

Student Rights Are:

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

KNOWLEDGE AND OBSERVATION OF RULES OF CONDUCT

Student Responsibilities

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

Student Rights Are:

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

THE RIGHT TO LEARN

Student Responsibilities

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

Student Rights Are:

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

FREE SPEECH

Student Responsibilities

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

Student Rights Are:

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

STUDENT PUBLICATIONS

Student Responsibilities

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

Student Rights Are:

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

ASSEMBLY

Student Responsibilities

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

Student Rights

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

PARTICIPATION IN SCHOOL PROGRAMS AND ACTIVITIES

Student Responsibilities

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

Student Rights

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

FACULTY RESPONSIBILITIES

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

COUNSELOR RESPONSIBILITIES

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

CONECUH COUNTY SCHOOLS' CODE OF CONDUCT

IT'S THE LAW

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

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

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

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

Each parent/guardian or other person having control or custody of a child required to attend school who fails to 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).

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

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

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

A person commits the crime of assault in the second degree (Class C felony) if the person assaults with intent to cause serious physical injury to a teacher or 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; Alabama Code 6-5-72)

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

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

- The school principal shall notify appropriate law enforcement officials when a person violates local board of education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened harm to a person.
- If any criminal charge is warranted, the principal is authorized to sign the appropriate warrant.
- If that person is a student, the local school system shall immediately suspend that person from attending regular classes and schedule a hearing within 5 school 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 Schools (Act 94-817; Alabama Code 13-A-11- 72)

- 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: Deadly weapons include but are not limited to hand grenade, explosive or incendiary device; a pistol, rifle, or shotgun; or a switchblade knife, gravity knife, stiletto, sword, or dagger; or any club, baton, billy-jack, bludgeon, or metal knuckles.)

Possession of Weapons and Firearms by Students

It shall be a violation of Board policy for any student to have in his/her possession a firearm or weapon of any kind at any place in the school system during regular school hours or during any school function or activity. This policy is to comply with Public Law 103-382, "Improving America's Schools Act of 1994", Part F, Section 14601, Gun-Free Requirement (Gun-Free Schools Act/GFSA). For the purposes of the GFSA, a "weapon" means a firearm as defined in Section 921 of Title 18 of the United States Code.

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

- A. Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of any explosive
- B. The frame or receiver of any weapon described above
- C. Any firearm muffler or firearm silencer
- D. Any explosive, incendiary, or poison gas, bomb grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce fireworks/pyrotechnics of any class, mine, or similar device
- E. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter
- F. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled

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

- A. Knives
- B. Openers
- C. Metallic knuckles
- D. Tear gas gun
- E. Chemical weapon or device
- F. Double/triple/quadruple rings which are attached or connected in such a fashion that they may be used as a weapon
- G. Any items which may be used as clubs
- H. All sharp or pointed objects designed for use as a weapon, or any other weapon, instrument or object.

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

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

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

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

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

Parents/guardians and other persons are prohibited from bringing firearms or other weapons on school system property at any time or to any school system function or activity. Items forbidden shall include, but not be limited to the following: any weapon which will or is designed to or may readily be converted to expel a projectile by the action of any explosive, the frame or receiver of any weapon described above, any firearm muffler or firearm silencer, any explosive, incendiary, or poison gas (bomb, grenade, rocket having a propellant charger of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce,

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

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

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

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

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

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; Alabama Code 16-28-40)

Any person over the age of 14 who is convicted of the crime of possession of a pistol on the premises of a public school, or a public school bus, shall be denied issuance of a driver's license to operate a motor vehicle for 180 days from the date the person is eligible and applies for a permit or license. If a person over age 14 possesses a driver's license on the date of conviction, the 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 section 16-28-40, Code of Alabama 1975; Alabama Code 16-28- 40 through 16-28-45)

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.

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

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

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

JURISDICTION OF THE BOARD OF EDUCATION

Students enrolled in the Conecuh County School System are subjected to the policies of the Conecuh County Board of Education and to the rules and regulations of the schools.

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

- Transportation on school buses
- Field trips
- Club or organization meetings
- School-sponsored events
- School groups representing the school system in educational events

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

SCHOOL BUS SERVICES

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

1. Except in unusual circumstances, established school bus stops shall be at least two—tenths (2/10) of a mile apart. A newly established retrace or spur route must not be less than two-tenths of a mile, one way.
2. A school bus will not travel on a road that is not open to public traffic or maintained by the federal, state, county or city government.
3. School bus stops will be located so that vehicle traffic will have a clear, unobstructed view for a minimum distance of one hundred yards in both directions.
4. Bus drivers will be provided written directions to the home of each new student to be placed on their bus prior to pick-up of students on the morning route.
5. No student will be allowed to ride a bus home from school on the day of enrollment. The student must first be picked up at home on a morning route to allow the driver to learn each new stop. This procedure will help ensure the safe and accurate delivery of students and to enable them to recognize their bus and driver before departure.
6. Bus passes will be approved by the principal upon receipt of a written request from the parent or legal guardian. Phone calls for bus passes will not be accepted except in emergency situations as determined by the principal.
7. Bus passes will not be issued for groups of students to ride to another stop other than their own.
8. Bus routes will not be altered to accommodate babysitters or daycare centers. Students may ride to these locations if a bus presently provides access to these sites.
9. In the event that a student gets on a bus that does not go by their home, the driver will return the student to school.
10. Students who do not normally ride the bus will not be allowed to ride the bus without written notification from the principal (reserved for emergency situations only).

STUDENT TRANSPORTATION RULES

General Transportation Policies

The driver is in charge of the school bus in the same manner a teacher is in charge of a classroom. The bus is considered an extension of the classroom. Students shall conduct themselves in an orderly and respectful manner. Poor conduct is not tolerated in the classroom nor will it be tolerated on the bus. Failure to do so endangers the driver and students.

RIDING THE BUS IS A PRIVILEGE, NOT A RIGHT.

LOSS OF BUS TRANSPORTATION MAY OCCUR IF THE BUS RULES ARE NOT FOLLOWED.

ANY SUSPENSION FROM THE BUS CAN BE APPEALED.

See Suspension Appeal Form

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

Questions regarding transportation

- For questions regarding the transportation process to include bus stops, bus routes, bus pick up times,

- drop off times, etc., please call the CCS Transportation Department.
- Direct all questions or concerns related to disciplinary actions to your child's school administrative staff.
- The driver will not have any information regarding the outcome of infractions submitted to the school office.

BUS RULES

The bus is an extension of the classroom/school. **The school administrator, transportation director, the superintendent and his/her designee are the only authorized CCS staff to make the recommendation to suspend students from the bus.**

The following rules apply:

1. The driver is in charge of the bus and students. Students must obey the driver promptly and willingly.
2. All school rules/regulations are in effect when students are on the school buses.
3. Students must board or exit the bus at their assigned bus stop. Students should not request special consideration.
4. Students must not move toward the bus until the bus has made a complete stop and the doors are opened.
5. Students must remain seated while the bus is in motion and remain seated until the bus has come to a complete stop.
6. The bus driver is responsible for seating arrangements and may assign students to a seat. Students must sit in an assigned seat.
7. Students crossing the road after getting off the bus should walk at least 10 feet in front of the bus to make sure they are seen by the driver. **Students should never walk in the back of the bus.**
8. Students must be quiet at all railroad crossings and road intersections.
9. The school district will hold the student or parent/guardian responsible for any damage to a school bus caused by the student. The parent will be required to make restitution.
10. Students must not transport any item too large to be held in their laps. Alabama law requires that all packages, book bags, projects, band instruments, etc., transported on a bus, fit under the seat. No athletic equipment will be transported.
11. Students must not throw anything from a bus window.
12. Students must keep the aisle free of feet, books or any objects that may obstruct the pathway.
13. Students will not fight, push, play or participate in any activity that would disrupt the process of transporting students or might cause an unsafe environment.
14. Students must not eat or drink on the bus.
15. Students must **never** tamper with or exit the emergency doors or windows unless authorized.
16. Students must use appropriate language. No profanity is allowed.
17. When students are suspended from riding the bus, he/she will not be permitted to ride any CCS bus until the suspension has ended.
18. Electronic devices must not be used on the bus.
19. The playing of cards or any form of gambling on a school bus is prohibited.
20. Parents may not remove a student from a bus after the student has boarded without school approval.
21. Students will not use any aerosol sprays or body products (deodorants, perfume, etc.) on the bus.
22. Students shall **NOT** sit in the driver's seat or attempt to operate any bus mechanisms.
23. Students shall not strike matches, have lighters, use tobacco, alcohol or drugs in any form on the bus.
24. Students who do not adhere to the rules are subject to disciplinary action, suspension, or expulsion.

BUS BEHAVIOR CLASSIFICATIONS AND CONSEQUENCES

CLASS B-I MAJOR OFFENSES:

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

CLASS B-II MINOR OFFENSES:

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

Suspension from bus transportation does not excuse the student from school attendance. It is the parent/guardian's responsibility to ensure students are transported to and from school.

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

The goal of the Conecuh County Transportation Department is to provide a safe and enjoyable ride for all students.

Reporting Incidents

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

Class B – Violations of Bus Rules

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

Class B Consequences Guideline

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

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

Private Transportation Rules

- A. Students driving a motorized vehicle (including motorcycles) on school campus must show proof of liability insurance and a valid driver's license.
- B. A copy of liability insurance and driver's license must be kept on file in the principal's office or designated site.
- C. Students that drive a motorized vehicle to school must park the vehicle in the designated school parking lot.
- D. Students, upon parking their vehicle, must exit that vehicle and lock it immediately. Students must then proceed to their classroom/designated area. No students are to assemble in the parking lot.
- E. Schools that require a student to purchase a parking sticker will establish their own policies regarding this matter.
- F. Students may not return to their vehicles during the school day. If a student has a legitimate reason to return to the vehicle, he/she must have administrative approval.
- G. The principal has the authority to revoke the privilege of driving a vehicle to the school.
- H. All vehicles on school property are subject to being searched if reasonable suspicion exists that a policy is being violated.
- I. Students must obey all traffic laws when operating a motorized vehicle.
- J. A student that checks out during the day or when students leave at the end of the school day must immediately leave campus.

SCHOOL BUS SUSPENSION

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

FIELD TRIPS

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

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

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

Parents and guardians are responsible for enrolling their children in school and ensuring that the children attend school and obey behavior policies adopted by the Board. Parents failing to enroll students and ensuring their attendance and proper behavior are subject to fines and imprisonment under state law. State law also requires that

all student suspensions from school must be reported to the local district attorney.

Principals must report to the local superintendent any parent, guardian, or other person having control or custody of a child who fails to require the child to attend school or receive instruction by a private tutor, or fails to properly conduct him/herself at school. The Superintendent or designee is required to report the violators to the district attorney within 10 days.

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

- (a) Each parent, guardian, or other person having control or custody of any child required to attend school or receive regular instruction by a private tutor who fails to have the child enrolled in school or who fails to send the child to school, or have him or her instructed by a private tutor during the time the child is required to attend a public school, private school, church school, denominational school, or parochial school, or be instructed by a private tutor, or fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in any public school in accordance with the written policy on school behavior adopted by the local board of education pursuant to this section and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be guilty of a misdemeanor and, upon conviction, shall be fined not more than one hundred dollars (\$100) and may also be sentenced to hard labor for the county for not more than 90 days. The absence of a child without the consent of the principal or teacher of the public school he or she attends or should attend, or of the tutor who instructs the child, shall be prima facie evidence of the violation of this section.
- (b) Each local public board of education shall adopt a written policy for its standards on school behavior. Each local public school superintendent shall provide at the commencement of each academic year a copy of the written policy on school behavior to each parent, guardian, or other person having care or control of a child who is enrolled. Included in the written policy shall be a copy of this section. The signature of the student and the parent, guardian, or other person having control or custody of the child shall document receipt of the policy.
- (c) Any parent, guardian, or other person having control or custody of any child enrolled in public school who fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in accordance with the written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be reported by the principal to the Superintendent of Education of the school system in which the suspected violation occurred. The Superintendent of Education or his or her designee shall report suspected violations to the district attorney within 10 days. Any principal or Superintendent of Education or his or her designee intentionally failing to report a suspected violation shall be guilty of a Class C misdemeanor. The district attorney shall vigorously enforce this section to ensure proper conduct and required attendance by any child enrolled in public school."

EXPLANATION OF TRUANCY

All children enrolled in Conecuh County Schools, whether compulsory school age or not, are subject to school attendance and truancy laws of the State of Alabama. All cases of non-enrollment or non-attendance will be investigated by the Conecuh County Board of Education Attendance Officer. In cases where there is no valid reason for absence, the attendance officer will give written notice to the parent, guardian, or other person having control of the child to require attendance of the child within three days of the date of the notice. If the absence is found to be without valid excuse or reason and intentional, the attendance officer shall be required to bring criminal prosecution against the parent, guardian, or other person having control of the child.

(16-28-16 Code of Alabama Effective July 1, 2000.)

The Board shall not tolerate truancy or the habitual and unlawful absence from school. In accordance with state attendance laws, habitual absences shall be investigated and dealt with by the principal or attendance officer. The parent or legal guardian is responsible for requiring any student under his or her control or charge and under seventeen (17) years of age to attend school regularly except for legal absences as defined by Alabama School Law and State Board of Education rules and regulations. When students have at least three unexcused absences from school per school year, they must be reported by a designated school official to the school system attendance officer as directed by the Superintendent of Education. If a student becomes truant, the parent or legal guardian of said

student may be guilty of a misdemeanor and subject to punishment by law. Students will be counted present in attendance at school on all days for which they are present at least one-half of the school day regardless of whether they are late to school, leave school early, or leave and return to school during the same school day.

Parents/guardians are responsible for enrolling their children in school and assure their children attend school and obey behavior policies set by the Board. Parents/guardians who fail to enroll or assure attendance and proper behavior of their children may be charged with contributing to the delinquency of a minor and fined up to \$500 or sentenced to hard labor for the county for a period not to exceed 12 months or both. If a parent/guardian files a written statement in court to the effect that he/she is unable to control his/her child, that student may then be subject to action of the juvenile court, which will determine whether said student is a dependent, neglected, or delinquent child.

ATTENDANCE AND TRUANCY POLICIES

Attendance and Conduct (Act 93-672)

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

Attendance and Conduct (Act 94-782)

Each parent/guardian or other person having control or custody of a child required to attend school who fails to require the child to enroll, to 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.)

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

The attendance supervisor is charged by the Board to determine appropriate sanctions to be taken against students and parents. A district-appointed Attendance Officer, also known as a Truancy Officer, will provide additional support to students and parents to ensure the effectiveness of the policy.

General Requirements:

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

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

All other absences are unexcused and will be marked accordingly in the attendance register. Students who are absent from school must bring a written note signed by the parent, legal guardian, or doctor, specifying the reason for the absence. The written note must contain the student's name and a reason for the absence(s), date(s) of the absence(s), provide a phone number where the parent/legal guardian may be reached for verification purposes, and a signature. (Please see the example below for an acceptable format of written excuses.) All excuses should be presented to the designated person at the school. Principals shall make the determination of whom this person or these persons may be on the school's campus.

SAMPLE EXCUSE FORMAT

Today's Date: _____ Date of Absence: _____

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

Phone Number: _____

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

Signature of Parent/ Legal Guardian/ Doctor

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

Guidelines for Excuses:

- Late-check ins and early check-outs may be deemed an absence.
- Parents and Legal Guardians may use the above format to request an Excused Absence.
- Parents and Legal Guardians are allowed to write no more than 5 notes per semester
 - **5 notes- 1st semester & 5 notes- 2nd semester for a total of 10 written**
- All absences exceeding the requirements listed must have a doctor's excuse.
 - **6th absence in any semester must have a doctor's excuse or legal notice**
- Absences that do not meet the above criteria for "excused" shall be deemed truant.

Guidelines for Make-Up Work:

Once students return to school with an excused absence, make-up work shall be provided by teachers. For those students in elementary school (K-6th), teachers shall have a designated system for tracking and organizing make-up work (i.e. Make-Up Folders, etc.). For those students in middle and high school, it *may* be necessary for students to inquire about any missed assignments and make arrangements for the make-up work. **Grades will be assigned to make-up work for students who have excused absences.** Those students whose absences are unexcused earn zeros for missed assignments. In the event that absenteeism becomes excessive, exceeding 5 days per semester, or 10 per school year, students may no longer be eligible to receive make-up work assignments. The principal, or the principal's designee, will assume responsibility for recording chronic absenteeism on the Gradebook Audit Forms.

Make-Up Work Summary

1. For the first 5 absences each semester, students will be eligible to make-up work and receive a grade for excused absences.
2. After a 5th absence from school or class in any one semester, no make-up work will be given without either the principal's permission or a letter from the Doctor's Office explaining a medical condition. Principal's permission is to be used primarily for events beyond a student's control (i.e., extended illness, family death, etc.).
3. If the student is eligible to make up missed work, he/she in cooperation with the teacher, must make arrangements for make-up work or tests. Such work or tests should be completed within the following time frame:
 - a. **EXCUSED ABSENCES**- When a student returns to school after an excused absence, he/she has (5) days or the number of days equal to the number of days of consecutive absences; whichever is greater, following the student's return to class to make up missed work without penalty.
 - b. **UNEXCUSED ABSENCES**- After a student exceeds the 5th absence per semester (*i.e. a student with*

6 absences in the 1st semester) without the principal's written permission or a letter from the Doctor's Office explaining a medical condition.

Explanation of Unexcused Absences

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

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

CHILD UNDER PROBATION

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

CHECK-OUT PROCEDURES

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

CO-OP STUDENTS

Students who are enrolled in Co-op will not be permitted to work when on suspension or absent from school.

The Co-op Coordinator is responsible for notifying the employer that the student will not be permitted to work

UNIFORM DRESS CODE POLICY

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

General Dress Code Rules

- A.** All shirts/blouses must have collars and must be the school color(s)
- B.** Turtlenecks may be worn in school colors only.
- C.** All shirts/blouses must be tucked in as part of the uniform
- D.** Long sleeve shirts may be worn under short sleeve shirts. Long sleeve shirts must be white or school color.
- E.** All pants, capris, and shorts worn by both male and females must be worn up around the waist at all times. (Absolutely no sagging and bagging clothes.)
- F.** The hem line of dresses, skirts, shorts, jumpers, and shorts must be no more than two (2) inches above the knee. No denim or jean fabric bottoms.
- G.** Belts (black or brown)must be worn with pants and shorts that have belt loops and should be the correct size (end of belt cannot hang down)
- H.** Tennis shoes and fully enclosed shoes may be worn. No boots with the pointed front, metal tips, or 2 inch heels or higher. When necessary, footwear may conform to special class requirements (physical education, agricultural classes, etc.) All laces must be tied and laces must be both the same color. Tennis shoes must be the same color. Slides, clogs, heels, or shoes with lights or wheels are prohibited.
- I.** All clothing must be of appropriate size and fit neatly – no bagging clothes.
- J.** Coats, jackets, sweaters, sweater vests, and sweatshirts are considered as outerwear and must be worn with a uniform shirt / blouse. All outerwear must be a solid school color or a combination of school colors. Screen printing and logos must not exceed 3 inches in width or height.
- K.** The only days students will be allowed to be out of uniform are school picture days unless authorized by the principal.
- L.** All undergarments should be concealed at all times.
- M.** Back and midriff area should not be exposed at any time.
- N.** Headgear (caps, hats, etc.) are not permitted to be worn inside buildings. Headgear may be worn correctly outside school buildings.
- O.** Bandanas (handkerchiefs) worn in any fashion are not permitted.
- P.** Tattoos with suggestive words, statements, or pictures are inappropriate and should not be visible at any time.
- Q.** Picks or other sharp objects in hair or any part of the body are prohibited.
- R.** Jewelry or accessories that could be distracting or hazardous to the health and safety of students are prohibited. This includes: tongue rings, nose rings, eyebrow rings, lip studs, nose studs, ear weights, unusually large necklaces. Girls may not wear earrings larger than an inch in length or width.
- S.** Mouthpieces or mouth apparatuses unless prescribed by Medical Doctors or Dentists are prohibited.
- T.** Uniforms are to be worn at all school sponsored events except athletics, band concerts, dances, and other events approved by the principal.
- U.** Students who move into the school system shall be in compliance with the mandatory uniform specifications within five (5) school days of enrollment

Additional Items NOT allowed to be worn by students:

Oversized clothing, extremely tight fitting clothes, carpenter pants, hip huggers or low riders, rubber band on pant legs, unhemmed clothing, spandex pants, jeggings, leggings, clothing with cuts, slit, holes, or slashes.

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

- A. 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.(ie. Hoodies, sweatshirts, and any other clothing deemed unsafe shall not be worn during labs)
- B. The article of dress is inappropriate because it can conceal weapons or other dangerous objects.
- C. The article of dress is inappropriate because it can be disruptive in any way to the learning environment of the school.

CONSEQUENCES FOR DRESS CODE VIOLATION

- **1st Offense-** Parental Contact and violation recorded in PowerSchool.**
- **2nd Offense-** Parental Conference and student placed in ISSP for the remainder of the day.**
- **3rd Offense-** Two days of ISSP or two consecutive School-based Detentions.**
- **4th Offense-** 1 Day Suspension.**
- **Subsequent Offense(s)-** Any dress code violation that a student has after the 4th violation will be treated as a CLASS II Violation and appropriate actions will be taken to address the violation.

*A school administrator may deviate from the consequences at his/her discretion.

PROBATION

Any student placed on probation by the Superintendent or his or her designee is subject to expulsion for any violation of the Code of Conduct.

IN-SCHOOL STUDY PROGRAM

In-School Study Program (ISSP) is a structured disciplinary action in which a student is isolated, but is not dismissed from the school setting. The principal or designee has the authority to assign students to the in-school study program for a reasonable and specified period of time. Students will not participate in school related after school activities.Students should not be assigned any more than five (5) consecutive days to the In-School Study Program (ISSP).

CORPORAL PUNISHMENT

The Board shall allow reasonable corporal punishment only after other means of discipline have failed to produce desirable results. If corporal punishment is required, it shall be administered only by a certified employee (principal or his/her designee) in the presence of another school certified employee, who has been informed beforehand of the reason(s) for the punishment. At no time shall corporal punishment be administered in the presence of another student or an open area. Parents who object to corporal punishment as a method of discipline shall advise the school administrator in writing of the objection; however, the school administrator has the authority to determine appropriate discipline [Alabama Code Section 16-28A-1: U.S. Constitutional case law as supported by Ingram v Wright (1977) authorizes the use of corporal punishment by school officials]. In those schools without assistant principals, the principal shall appoint a designee(s) who may administer/witness such punishment in his/her absence.

In administering corporal punishment, the following guidelines shall be adhered to:

1. The employee will use a Board issued paddle.
2. The administrator administering the corporal punishment must attempt to make telephone contact with the child's parent/guardian in advance of administering the corporal punishment.
3. The principal or his/her designee will provide the following in advance of administering corporal punishment:
 - Notice of charges
 - An opportunity for the student to explain guilt/innocence
 - Notice of the number of licks to be administered (at no time more than 3 licks)
4. All corporal punishment will be administered only by a school administrator and will be witnessed by a certified employee.
5. All corporal punishment events will be recorded into PowerSchool.
6. Once corporal punishment has been administered, the child's parents or legal guardians shall be provided a

written explanation from the school administration including the reason(s) for the punishment, number of licks, and the names of all the school personnel and their role in the administration of corporal punishment.

SUSPENSION

Suspension is defined as the temporary removal of a student from school. Students who are suspended may not attend or participate in school related activities until reinstated on the day following the suspension. The authority to suspend a student from school rests entirely with the principal/designee of each school. Each suspension should be for a specified number of school days, not to exceed ten (10) consecutive school days. Any deviation from said pattern would require authorization from the Superintendent of Schools or his/her designee.

Suspended students will be prohibited from being present on any public school premises that are owned and operated by the Conecuh County Board of Education. Upon completion of suspension, parents may be required to accompany the student back to school the first day for an intake conference with the administration. If a parent is unable to accompany the student back to school on the first day after the completion of suspension, prior arrangements and approval must be made with the principal. If not, the student may be placed in ISSP until the parent is contacted. A student will not be able to withdraw or enroll in any other school in the Conecuh County School System while under suspension. All suspended absences will be considered as unexcused absences. Students will receive a grade of zero (0) for graded assignments completed during the suspension(s) and/or unexcused absence(s).

PROCEDURAL POLICIES FOR SUSPENSIONS- INITIAL HEARING BY PRINCIPAL OR DESIGNEE

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

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

GUIDELINES FOR SUSPENSIONS

Suspension should be one of the last disciplinary actions used if possible. Suspension should be progressive in nature and not punitive. Therefore, when the disciplinary action of suspension is utilized by a school administrator for a student, the following guideline shall be used:

- **First Suspension**- not more than 3 days
- **Second Suspension**- not more than 5 days

- **Third Suspension**- not more than 8 days
- **Fourth Suspension**- not more than 10 days

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

EXPULSION

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

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

DISCIPLINARY HEARING PROCEDURES

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

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

Procedures for Due Process of Disciplinary Hearings

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

Expulsion Results

Any parent/ guardian of an expelled student shall have the right to appeal the result of a disciplinary hearing resulting in expulsion to the superintendent or designee in writing within five school days of the decision. Appeals should be mailed via USPS or hand delivered to the central office. The hearing will be held within 5 school days of the receipt of the appeal.

Appeal from Order of Expulsion

- The parent/guardian may, within five school days after the decision, request the Conecuh County Board of Education to review the findings of the superintendent or designee.
- A preliminary appeal will be scheduled in a timely manner to examine the evidence of the disciplinary

hearing.

- The time for the hearing shall be set by the Board of Education with appropriate parental contact.
- The Board of Education may affirm, modify or reverse the action previously taken
- Due process appeals for special education students must be addressed by the IEP team. All special education appeals should go to the coordinator of special education.
- If the Board of Education affirms the action of the superintendent or designee, the decision is final.

INTERROGATION OF STUDENTS - NOTIFICATION OF LAW ENFORCEMENT OFFICIALS

ON-CAMPUS INCIDENTS

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

OFF-CAMPUS INCIDENTS

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

STUDENTS EXPELLED OR SUSPENDED FROM OTHER SYSTEMS

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

PHYSICAL RESTRAINT

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

CLASSIFICATIONS OF VIOLATIONS

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

CLASS I OFFENSES

- A. Distraction of other students with any behavior which alters the teaching process in the classroom or in other educational activities
- B. Eating or drinking in unauthorized areas
- C. School property misuse or abuse
- D. Misuse of lunch numbers
- E. Littering of school property

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

DISCIPLINARY ACTIONS FOR CLASS I OFFENSES

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

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

- Student Conference
- Suspension from Bus
- Suspension (no more than 3 days)
- Parent Contact
- Detention
- Corporal Punishment
- Parent Conference
- Referral to Counselor
- ISSP (no more than 3 days)

CLASS II OFFENSES

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

DISCIPLINARY ACTIONS FOR CLASS II OFFENSES

Elementary Students (K-5)

- **First Offense:** Parental contact and disciplinary action.
- **Subsequent Offenses:** Suspension up to 2 school days, corporal punishment and/or other disciplinary action as determined appropriate by the administrator. Subsequent Class II offenses may be handled as Class III offenses.

Middle School and High School Students (6-12)

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

CLASS III OFFENSES

- A. Vandalism - intentional and deliberate action resulting in injury or damages of less than \$50.00 to public property or the real or personal property of another.
- B. Stealing, larceny, petty theft - the intentional unlawful taking, or carrying away of property valued at less than
- C. \$25.00 belonging to or in the possession or custody of another.
- D. Receipt, possession, or transfer of stolen property with the knowledge or reasonable suspicion that it is stolen.
- E. Intentional action or threats - verbal or printed communication threatening or causing an injury to the person, property or reputation of another
- F. Extortion - verbal or printed communication threatening an injury to the person, property or reputation of another, with the intent to extort money or take advantage of any person or to force one to do any act or refrain from doing any act against his/her will
- G. Trespassing - willfully entering or remaining on any school property without being authorized, licensed or invited; or after having been authorized licensed or invited, refusing to depart when requested to so do by an authorized person
- H. Unjustified activation of a fire alarm system or fire extinguisher
- I. Written or verbal proposition to engage in sexual acts.
- J. Use or possession of obscene and/or pornographic materials
- K. Use of beepers, pagers, and/or cellular phones in school buildings or on school buses without prior administrative approval.
- L. Gross abuse or misuse of computers, programs, or equipment
- M. Fighting
- N. Possession and/or use of tobacco products, to include matches or lighters, in school buildings or on school buses - possession on the person, in the locker, or in the effects of a student
- O. Leaving campus without written permission
- P. Igniting fireworks or firecrackers on school property (including bus).
- Q. Harassment – intent to harass, annoy, intimidate, or alarm another person, either socially, physically, or emotionally.
- R. Cyber bullying
- S. Any other offense that the principal may deem reasonable to fall within this class/category will result in disciplinary action appropriate to the offense
- T. Subsequent (2 or more) Class II offenses

DISCIPLINARY ACTIONS FOR CLASS III OFFENSES

Elementary Students (K-5)

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

Middle School and High School Students (6-12)

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

CLASS IV OFFENSES

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

DISCIPLINARY ACTIONS FOR CLASS IV OFFENSES

All Students, Grades K-12

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

HONOR CODE

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

DUE PROCESS

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

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

- School rules must be fair and specific enough for students to know what they may and may not do.
- School rules must be clearly stated and related to the educational purposes of the school.
- Students, parents, and guardians must be informed of the rules affecting behavior and discipline.
- When disciplinary action is involved, school personnel and students must comply with required procedures.

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

RIGHT OF STUDENT APPEAL

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

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

If a suspension is successfully reversed, tests and assignments missed due to suspension shall be made up within 5 school days. It is the responsibility of the student and parent/guardian to get assignments and request to make up tests.

SEARCH OF SCHOOL OWNED PROPERTY

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

STUDENTS WITH DISABILITIES

- Disabled students served by Conecuh County Board of Education Special Education Services are entitled to procedural protection under the Individuals with Disabilities Education Act (IDEA).
- If disciplinary action results in long-term change (more than 10 days in a school year) in a disabled student's current educational program or placement, due process is required through the Individualized Education Program (IEP) team action.
- Students with disabilities who bring firearms to school may be placed in an interim alternative educational setting for up to 45 calendar days, as determined by the IEP team. The Gun-Free School Act applies to students with disabilities.
- Students with identified disability conditions under Section 504 of the Rehabilitation Act of 1973 may be suspended or expelled from school for more than ten days. Educational services may cease during the period of disciplinary exclusion from school. The school system will develop a Section 504 Plan for students as determined eligible by the Section 504 committee.
- Prior to any long-term change in a disabled student's educational program or placement, the coordinator of Special Education Services for Conecuh County Schools must be informed.

CELL PHONE POLICY

- Students will not be allowed to have electronic communication devices in their possession during the instructional day unless they have prior permission from the administration or a teacher.
- In order for a teacher to authorize students to use cell phones or electronic communication devices for instructional purposes or any reason, the teacher must have prior permission from the principal.
- Storage of electronic communication devices while at school is limited to school lockers, book bags, and vehicles parked on school property.
- A student who possesses an electronic communication device shall assume responsibility for preventing theft, loss or damage to such devices brought onto school property.
- The school is no way responsible for any damage, theft, or loss of electronic communication devices.

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

- The possession of a digital device (including but not limited to cell phones, MP3 players, cameras, or other telecommunication devices capable of capturing and relaying information) is strictly prohibited during 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.
- Local education agency (LEA) personnel will make all students, parents, and/or guardians aware of this prohibition through inclusion of this policy in the Student Code of Conduct Handbook and other regularly used modes of communication.

SCHOOL CONDUCT INTERVENTION PROGRAM (ACT 94)

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

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

- (A) "Each parent, guardian, or other person having control or custody of any child required to attend school or receive regular instruction by a private tutor who fails to have the child enrolled in school or who fails to send the child to school, or have him or her instructed by a private tutor during the time the child is

required to attend a public school, private school, church school, denominational school, or parochial school or be instructed by a private tutor, or fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in accordance with a written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be guilty of a misdemeanor and, upon conviction, shall be fined not more than one hundred dollars (\$100) and may also be sentenced to hard labor for the county for not more than 90 days. The absence of a child without the consent of the principal teacher of the school he or she attends or should attend, or of the tutor who instructs or should instruct the child, shall be prima facie evidence of the violation of this section.”

- (B) “Any parent, guardian, or other person having control or custody of any child enrolled in public school who fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in accordance with a written policy on school behavior adopted by the local board of education and documented by the appropriate school official which conduct may result in the suspension of the pupil, shall be reported by the principal to the superintendent of education of the school system in which the suspected violation occurred. The superintendent of education or his or her designee shall report such suspected violations to the district attorney within 10 days. Any principal or superintendent of education or his or her designee intentionally failing to report such a suspected violation shall be guilty of a Class C misdemeanor. The district attorney shall vigorously enforce this section to ensure proper conduct and required attendance by any child enrolled in public school.”

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

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

TECHNOLOGY/INTERNET USE AND ETHICS CODE

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

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

Access to Inappropriate Material

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

Inappropriate Technology Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Conecuh County Board of Education online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. All use of computers, Internet, and e-mail programs are subject to

monitoring by electronic means. Any device (regardless of ownership) suspected to be used inappropriately on school grounds is subject to immediate inspection in order to determine the contents and recent utilization of the device. The devices subject to inspection include, but are not limited to, laptops, handhelds, cell phones, gaming devices, calculators, or any other device that can be used to communicate electronically.

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

The following local regulations will also apply:

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

Supervision and Monitoring

- It shall be the responsibility of all members of the Conecuh County Board of Education staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.
- Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Technology Director or designated representatives.
- Any person found to be in violation of this policy, applicable state and federal laws (including copyright laws), posted classroom rules, or other relevant Board of Education policy will be subject to appropriate disciplinary measures as outlined in (a) for a Student, the Student Code of Conduct or (b) for an Employee, the Conecuh County Policy and Procedure Manuals. Violators will also be subject to immediate revocation of Internet and/or computer privileges.
- Pursuant to the State of Alabama law, any unauthorized access or attempted unauthorized access may be subject to criminal prosecution.

Education

Each year, school administrators will ensure that students are being educated about proper online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyber bullying awareness, and response.

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

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

STUDENT HARASSMENT PREVENTION POLICY

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

Harassment Definitions

- A. The term “harassment” as used in this policy means a continuous pattern of intentional behavior that takes place on school property, on a school bus, or at a school-sponsored function including, but not limited to, written, electronic, verbal, or physical acts that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristic falls into one of the categories of personal characteristics set forth in Section 3 (b) below. To constitute harassment, a pattern of behavior may do any of the following:
 - a. Place a student in reasonable fear of harm to his or her person or damage to his or her property.
 - b. Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student.
 - c. Have the effect of substantially disrupting or interfering with the orderly operation of the school.
 - d. Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function.
 - e. Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student
- B. The term “violence” as used in this policy means the infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.
- C. The term “threat of violence” as used in this policy means an expression of intention to inflict injury or damage that is made by a student and directed to another student.
- D. The term “intimidation” as used in this policy means a threat or other action that is intended to cause fear or apprehension in a student, especially for the purpose of coercing or deterring the student from participating in or taking advantage of any school program, benefits, activity or opportunity for which the student is or would be eligible.
- E. The term “student” as used in this policy means a student who is enrolled in the Conecuh County School System.

Description of Behavior Expected of Students.

- A. Students are expected to treat other students with courtesy, respect, and dignity and comply with the Code of Student Conduct. Students are expected and required (1) to comply with the requirements of law, policy, regulation, and rules prohibiting harassment, violence, or intimidation; (2) to refrain from inflicting or threatening to inflict violence, injury, or damage to the person or property of another

student; and (3) to refrain from placing another student in fear of being subjected to violence, injury, or damage when such actions or threats are reasonably perceived as being motivated by any personal characteristics of the student.

- B. Violence, threats of violence, harassment, and intimidation are prohibited and will be subject to disciplinary consequences and sanctions if the perpetrator of such action is found to have based the prohibited action on one or more of the following personal characteristics of the victim:
 - a. The student's race
 - b. The student's sex
 - c. The student's religion
 - d. The student's national origin
 - e. The student's disability
 - f. The student's physical/personal attributes

Consequences for Violations.

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

Reporting, Investigation, and Complaint Resolution Procedures.

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

This policy and any procedures, rules, and forms developed and approved to implement the policy will be published, disseminated, and made available to students, parents and legal guardians, and employees by such means and methods as are customarily used for such purposes, including publication on the Conecuh County Board of Education website.

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

Grading, Promotion, & Retention Policy

GRADING SCALE (Numerical Basis for Grades)

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

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

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 fails.

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. 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 or per semester course MAY BE DENIED CREDIT FOR THAT COURSE.**
- E. For additional information regarding attendance, excused / unexcused absences, please refer to the CCS Attendance Policy on pages 8-13 of the Student Code of Conduct.

EVIDENCE OF GRADES AND INTERVENTION

- A. The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter 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**.
- 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 with the exception of Grades K and 1 Science and Social Studies. For Grades K and 1 Science and Social Studies, a minimum of **2 DIFFERENT MAJOR GRADES** and **3 DIFFERENT MINOR GRADES** shall be administered during a grading period.
 - a. ALL major 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 grades and 3 different minor grades must be administered by the middle of the nine week grading period (4th nine weeks) with the exception of Grades K and 1 Science and Social Studies. For Grades K and 1 Science and Social Studies, a minimum of 1 different major grade and 2 different minor grades must be administered by the middle of the nine week grading period (4th nine weeks).
 - f. The number of minor grades MUST EXCEED the number of major grades.
 - g. All grades will be calculated in PowerSchool.
 - h. Major grades must be placed in PowerSchool no more than 7 days (weekdays) after the assignment is received. Minor Grades must be placed in PowerSchool 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 PowerSchool..
- F. **DUAL ENROLLMENT/WEIGHTED GRADES (High School Only)**
 - a. Conecuh 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. Conecuh 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. Conecuh 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, sophomores, and juniors. (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 PowerSchool, 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 PowerSchool 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 PowerSchool will be provided to parents at the midpoint (4th nine weeks) of each grading period for **all** students. Report Cards generated by PowerSchool will be provided to parents at the end of each grading period for **all** students. These reports should be signed by the parents and returned to the school.
- D. Principals will devise a method of documenting the student/parent's receipt of report cards.

- E. Grades on Report Cards or Transcripts will not be corrected without written authorization from the principal. The principal's written permission will be kept on file at the school and a copy 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. 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.

Elementary (Grades 1-2 and 3-5)

- A. A student in grades 1-2 must pass (60% and above) reading and math for the year to be promoted to the next grade.
- B. A student 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. A student in grades 6-8 must pass (60% and above) English-Language Arts, mathematics and science or social studies to be promoted to the next grade level.
- 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 (Grades 9-12)

- A. Students must earn a minimum yearly average of 60% in each of the required and elective Carnegie Unit courses.
- B. The award of a Carnegie unit (credit) will be based on the final course average, so long as the average is 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 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 (credits) necessary for grade placement as indicated below to be classified as a student in the next grade.
 - a. 9th graders must earn 6 units to be considered a Sophomore
 - b. 10th graders must earn 12 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. Re-classification will occur at the end of each semester.

CAREER AND TECHNICAL EDUCATION

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

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

(p. 17).

MINIMUM ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS

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

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

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

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

ACADEMIC HONOR ROLLS

- A. Any student in grades 1-12 with all “A”s in all academic subjects will qualify for the “A” Academic Honor Roll.
- B. Any student in grades 1-12 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. For 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.
- H. Students who fail due to excessive absences as outlined in the CCS Attendance Policy as outlined on pages 8-13 of the Student Code of Conduct are not eligible for academic honor roll.

CLASS RANK & SELECTION OF VALEDICTORIANS AND SALUTATORIANS

(8th Grade and 12th Grade)

- A. 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. Valedictorians and Salutatorians must have been enrolled at the high school or middle school for a minimum of three consecutive semesters prior to graduation.

Basis for determining Valedictorians and Salutatorians for Middle Schools

The Valedictorian and Salutatorian for Middle School 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 of 8th Grade Valedictorians and Salutatorians follows:

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

Basis for determining Valedictorians and Salutatorians for High Schools

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

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

Selection of Honor Students

The criteria for selection of Honor students follows:

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

Policy for Early Graduates (Effective 2021-2022)

Conecuh County Schools recognizes and appreciates that some students qualify for graduation prior to the end of the school year. Those students who are identified by the principal of Genesis Innovative School or Hillcrest High School may graduate early. A mid-year graduation ceremony will be held during the 1st scheduled January Board Meeting. Any student completing ALSDE Graduation Requirements prior to January 1 must attend the Mid-Year Graduation Ceremony. (At no time will a student be permitted to remain enrolled on a high school campus without a full academic schedule.) All other students will participate in the May Ceremonies offered by each Genesis Innovative School or Hillcrest High School.

Recognition of Early Graduates at the Mid-Year Graduation (January Graduates only)

Early Graduates will be recognized for their academic achievements during the January graduation. A student will be selected from their peers to provide a speech on behalf of fellow graduates. It is recommended that this student have a GPA of 3.5 or higher.

Receiving Honors with the Current Graduating Class (May Graduates only)

It is possible for students to follow the Credit Advancement Policy instituted by Conecuh County Schools. The Credit Advancement Policy will lead to Early Graduation up to one (1) year in advance of the student's cohort. For students who reach Early Graduation through Credit Advancement, there is the option of graduating as a member of the current high school class. Students will be recognized as Early Graduates at the Graduation Ceremony. In addition, students who meet the requirements of 3 full semesters prior to graduation will be considered for the class rankings of Valedictorian, Salutatorian, and/or Honor Student.

All Early Graduate students must attain a College and Career Readiness Indicator prior to participating in a ceremony. Students must also show evidence of preparation for life after high school graduation in the form of college acceptance and enrollment, military enlistment, or evidence of employment. (The Early Graduation Application is available in the Appendix.)

TRANSFERS INTO THE SYSTEM

- A.** Transfers from district approved Accredited Schools (State or Regional)
 - a.** A student entering Conecuh County Schools from an accredited school is placed conditionally until his/her records are received from the school previously attended.
 - b.** If a student transfers to another school during the school year, records will not be forwarded until the receiving school 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 Conecuh County Schools from a non-accredited school should be evaluated for grade/course placement by the school principal or his/her designee.
 - b.** Placement will be determined 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 (Conecuh County Schools), and who had an IEP that was in effect in Alabama, the new public agency, in consultation with the parents, must provide FAPE to

a child, including services comparable to those described in the child's previously held IEP, until 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 (Conecuh 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 (Conecuh County Schools) in which the child enrolls must take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous public agency in which the child was enrolled, and the previous public agency in which the child was enrolled must take reasonable steps to 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 (Conecuh County Schools) must ensure that the child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider 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. *Persons Responsible for IEP Implementation* form used to document
- B. Accessibility of the Child's IEP.

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

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

Kindergarten GRADING SCALE	
E = Excellent (Grade equivalent to an A)	90 - 100
G= Good (Grade equivalent to 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 Conecuh 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 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. Conecuh County has selected the following gifted service delivery options:

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

GIFTED REFERRAL PROCESS

- A. Gifted students are those who perform at or 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.

The Conecuh 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.

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

- A. General education teachers are to ensure that students are not penalized because of time out of the regular program to participate in the gifted program.
- B. A gifted student should not 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 Conecuh County

Board of Education Acceleration Procedures. A copy of these guidelines may be obtained from the principal or Special Education Coordinator.

GENERAL GRADING PROCEDURES/REGULATIONS FOR ENGLISH LEARNERS – ELs

- A. Each school will follow specific procedures for identifying ELs. 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 already 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

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

- A. 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.
- B. If a course is offered at a Conecuh 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
- E. Written Request of Records from the receiving school: (Should be provided within 48 hours by the receiving school)
- F. Withdrawal form
- G. State standardized test results (labels should be placed on the cumulative records by the sending school.)
- H. Grade/Credit Recovery Documentation Forms (As Applicable)
- I. Cumulative Record card – send original, keep copy
- J. Immunization Certificate

- K. Student Health Folder, Annual Health Screening Record, and Individual Medication Chart
- L. Educational Planning Worksheet
- M. Copy of Social Security Card (voluntarily submitted by parent)
- N. Copy of Birth Certificate
- O. 504 records, ESL records, RTI records, (all hand delivered and signature receipt received).
- P. ESL folders, if applicable, must be hand-delivered
- Q. Final Grade Summary Report (report card)
- R. Registration card (students with disabilities only)
- S. Academic/Career Plan and Career Interest Inventory, Grade 8
- T. Documentation of parental understanding of high school graduation requirements.
- U. Special Education Records
 - a. Eligibility and IEP folders for students with disabilities must be delivered according to guidelines established by the Department of Special Education.
- V. 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:
- W. Immunization Certificate
- X. Educational Planning Worksheet
- Y. Cumulative Record Card
- Z. Grade/Credit Recovery Documentation Forms (As Applicable)
- AA. Student Health Folder, Annual Health Screening Record, and Individual Medication Chart
- BB. State standardized test results (labels should be placed on the cumulative records by the sending school.) Since assessment results may not be received before August in the succeeding academic year, Assessment results should be sent within 15 days of receipt.
- CC. Home Language Survey form
- DD. Copy of Social Security Card
- EE. Copy of Birth Certificate
- FF. 504 records, ESL records, RTI records (all hand delivered and signature receipt received).
- GG. ESL folders, if applicable, must be hand-delivered
- HH. Final Grade Summary Report (report card)
- II. Registration card (students with disabilities only)
- JJ. Academic/Career Plan folder & Career Interest Inventory (Grade 8)
 - 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 complete report, no-show reports and letters of request and other records verifying the new location of the exiting student.

CREDIT RECOVERY

In accordance with the guidelines of the Alabama Department of Education (ALSDE), Conecuh County Schools will offer students who have received failing grades of 40 or above (on a 100-point scale) in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course.

Credit Recovery Student Eligibility, Admission, and Removal

- Students 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. (*The application is available in the Appendix.*)
- Students must complete an application to request placement in a Credit Recovery Program. The student and parent/guardian must sign the application to consent to placement in the program and to acknowledge agreement with the terms of admission and program requirements.
- Students may be removed from a Credit Recovery Program at the discretion of the administrator supervising the program for circumstances involving 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 Courses will be the primary source of instruction used to provide students with the instructional content and curriculum.
- B. ACCESS Distance Learning Credit Recovery 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 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 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 Recovery Courses include:
 - a. **Math**- Algebra I, Algebra IA, Algebra IB, Geometry, Geometry A, Geometry B, Algebra
 - b. II, Algebra II w/Trig, Algebraic Connections, Precalculus
 - c. **English**- English 9, English 10, English 11, English 12
 - d. **Social Studies**- World History, US History I, US History II, US Government, Economics **Science**- Biology, Physical Science, Chemistry, Environmental Science
- F. For courses not offered through ACCESS Distance Learning, A+ Anywhere System will be used. Students will take a Course Pretest for the failed subject. Each Pretest will identify the standards not already mastered and the program will assign lessons to the student matched to his/her nonmastered 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. Student athletes should be advised accordingly.

Credit Recovery Grades and Credit

- A. A maximum grade of 70 may be awarded in a Credit Recovery course.
- B. Grade forgiveness will 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
 - d. **Science**-Biology, Chemistry, Physics, Physical Science
- F. The National Collegiate Athletic Association (**NCAA**) **may not recognize Credit Advancement for course credit**. Student athletes should be advised athletes accordingly based on NCAA Credit Advancement Guidelines.

GRIEVANCE/COMPLAINT PROCEDURES

Definition of a Grievance: A grievance is a written complaint filed by a person who believes that a Conecuh County employee has acted improperly or has otherwise caused the grievance 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 Conecuh 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

1. If the grievant is dissatisfied with the principal's / supervisor's decision, the grievant may appeal the decision to the Superintendent / designee. The appeal must be made in writing, personally delivered or mailed to the Superintendent / designee within five (5) school days of the grievant receiving the principal's / supervisor's decision. If the grievance was regarding the school principal / supervisor, and originally made with the Superintendent's designee, proceed directly to Step 10 of the procedures. If the grievance was regarding the school principal / supervisor, and originally made with the superintendent, proceed to step 9.
2. The Superintendent / designee shall review the written documents and may schedule and hold a conference with the grievant, principal, supervisor or other individuals the Superintendent / designee determines appropriate.
3. The Superintendent shall issue 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

1. 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.
2. 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.
3. 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.
4. In the event a person files a complaint under multiple areas or otherwise has several avenues available under the Board of Education policies and procedures, those policies and procedures may be consolidated 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.
5. 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.
6. 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

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

I. Name of Person Making Complaint: _____
Address: _____
Phone: _____

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

Name: _____ School/Dept: _____

Name: _____ School/Dept: _____

Name: _____ School/Dept: _____

III. Please 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:

Gifted Procedures and Practices

Form attached

Discrimination

Form attached

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

Complaint / Grievance

Form attached

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

VII. In the event 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

\

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

Date: _____

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

TO WHOM IT MAY CONCERN:

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

For the period of time indicated below

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

I am appealing: (Check all that apply)

_____ **The Principal's Decision to Suspend my Child**

_____ **Information written on the office referral**

Because:

and I would like for the committee to consider:

Parent/Legal Guardian Printed Name: _____

Parent/Legal Guardian Signature: _____

Address: _____

Home #: _____ Cell #: _____

A copy of the referral must be attached to this appeal. All appeals must be hand delivered to the address listed below or mailed via United States Postal Service, faxed, or hand delivered within 5 school days of the suspension.

**Conecuh County Board of Education
1455 Ted Bates Rd
Evergreen, AL 36401
Phone: 251-578-1752
Fax: 251-578-7061**

Bullying/Harassment Complaint Form

Student Name: _____ School: _____

Person Reporting: _____

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

Specific Description of Bullying/Harassment Complaint

Please attach any additional documentation for which consideration is desired in the investigation of this complaint.

Signature of Person Reporting: _____

Date Submitted to Principal: _____

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

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

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

Details of Action Taken

Administrator's Signature: _____ Date: _____



Conecuh County Board of Education

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

Tonya Dukes-Bozeman, EdD

Credit Recovery Registration Form

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

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

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

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

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

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

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

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

This section for Office Use Only:
Amount Paid: _____ **Date Paid:** _____
Received By: _____

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



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Tonya Dukes-Bozeman, EdD

Credit Recovery Registration Form

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

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

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

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

CONECUH COUNTY SCHOOLS' EARLY GRADUATION APPLICATION

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

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

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

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

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

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

Student's Name (PRINT): _____ Date: _____
 2021-2022 Grade Level: _____ Parent's Approval Signature: _____

Indicate whether the student meets the prerequisites by marking an X next to 1 of the following statements:

_____ Student Meets Prerequisites _____ Student Does NOT Meet Prerequisites

This applicant's prerequisites were verified by the following authorized employee:

Name (PRINT): _____ Title: _____

Signature: _____ Date: _____

*****All evidence for prerequisites must be attached to the final application when submitted.**

	Planning to Attend College (Academics & Sports)	Planning to Enter the Workforce (Career)	Planning to Join the Military	Planning for your Health/Family
Attendance	3 or less Unexcused Absences	3 or less Unexcused Absences	3 or less Unexcused Absences	3 or less Unexcused Absences
Behavior	3 or less Class I or Class II Discipline Referrals	3 or less Class I or Class II Discipline Referrals	3 or less Class I or Class II Discipline Referrals	3 or less Class I or Class II Discipline Referrals
	0 Class III or Class IV Discipline Referrals	0 Class III or Class IV Discipline Referrals	0 Class III or Class IV Discipline Referrals	0 Class III or Class IV Discipline Referrals
Grades	2.75 Cumulative GPA	2.75 Cumulative GPA	2.75 Cumulative GPA	2.75 Cumulative GPA
Test Scores	18 ACT Score or Higher	Silver Workkeys Score or Higher	Silver Workkeys Score or Higher	17 ACT Score or Higher OR Silver Workkeys Score or Higher
	Passing Score on state-mandated Civics Test Score: _____	Passing Score on state-mandated Civics Test Score: _____	Passing Score on state-mandated Civics Test Score: _____	Passing Score on state-mandated Civics Test Score: _____
Evidence of Plans after Graduation	Evidence of College Acceptance and/or Enrollment	Evidence of Job Offer or Employment	Evidence of Military Assignment or Military Commitment	Evidence of Formal Medical Documentation and or Family Planning (case by case basis)

*****Evidence is subject to approval of the principal. Superintendent reserves the right to grant acceptance to the FTG program on a case by case basis.**

Step 2: Teacher Recommendation Form- In order to be approved for Early Graduation, students must have at least one Teacher Recommendation Form from a Core Teacher (Math, ELA, Social Studies,

Science) if the student is planning to attend college or for health/family reasons. A Career Tech or Core Teacher may be used for students planning to join the workforce, military, or if there are health/family plans.

Student's Name (PRINT): _____ Date: _____				
Teacher's Name (PRINT): _____ Date: _____				
List the subject(s) have you taught this student? _____				
Directions: Rate the student on a scale of 1-4 using the categories below by placing an X in the column that best represents your evaluation of this student:	1 Does NOT Meet Expectations	2 Sometimes Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
Attendance				
Behavior				
Grades				
Test Scores				
Applicant's Overall Disposition, Discipline, and Work Ethic are Appropriate for College, Career, Military, or Medical/Family Planning				
Please provide any additional comments concerning this students' ability to succeed as an Early Graduate: _____ _____ _____ _____				
<i>Indicate whether you recommend this student for Early Graduation:</i>				
_____ I recommend this student.		_____ I do NOT recommend this student. <i>(Provide an explanation in the space below.)</i>		
Teacher's Signature: _____		Date: _____		
Principal's Signature: _____		Date: _____		
***Evidence is subject to approval of the principal. Superintendent reserves the right to grant acceptance to the FTG program on a case by case basis.				

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

NOTE: Please detach this page after signing and have the student return to his/her homeroom teacher. This ACKNOWLEDGMENT becomes a part of the student's cumulative file.

CONECUH COUNTY SCHOOLS HANDBOOK ACKNOWLEDGMENT

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

(Signed) Student

Date

(Signed) Parent/Guardian/Custodian

Date

VIDEO/PHOTO RELEASE

(Please check one)

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

(Signed) Student

Date

(Signed) Parent/Guardian/Custodian

Date

CORPORAL PUNISHMENT

(Please check one)

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

(Signed) Parent/Guardian/Custodian

Date