

**Williams Avenue
Elementary School**



2017-2018

**Code of Conduct &
Parent/Student Handbook**

Fort Payne City Board of Education

“Providing child-centered learning so every student may pursue any dream”

Purpose of Booklet

The purpose of this booklet is to inform students and parents of some of their basic rights, as well as the responsibilities that go along with these rights. The rights and responsibilities in no way diminish the legal authority of school officials and the Board of Education.

No student has the right to interfere with the education of a fellow student. Students have the responsibility to respect the rights of all persons involved in the educational process and to exercise the highest degree of self-discipline in observing and adhering to legitimate rules and regulations. Responsibility is inherent in the exercise of every right.

This booklet includes related FPCS Policies and Procedures. The complete “Fort Payne City Schools Board of Education Policy Manual” can be viewed on the school website under the Public Information section.

Welcome from the Superintendent

On behalf of the Fort Payne City Board of Education, I would like to welcome you to the Fort Payne City School System.

Our goal is to provide all of our students the opportunity to obtain a quality education. A positive attitude by all parties involved will go a long way in helping meet this goal. Our Code of Conduct contains a uniform set of policies for all of our students to follow.

It is extremely important that all persons connected with the education process understand the importance of a consistent set of behavior standards and policies. This will assist us in establishing and maintaining an environment that is conducive to learning. Creating such an environment requires the cooperation of the students, parents/guardians, employees of the system and the board of education.

Please take the time to review this Code of Conduct. By adhering to the rules and regulations contained within, we believe that students will display appropriate behavior which will guide their decision making as they mature and become quality citizens. We also believe that enforcing our Code of Conduct will assist us as we strive to provide safe and rewarding environments in which our students can be educated and nurtured during these formative years.

Jim Cunningham

Superintendent
Fort Payne City Schools

Table of Contents

Table of Contents	3
Introductory Information	6
FPCS Notification System - Blackboard Mass Notification	7
Administration	8
Fort Payne City Board of Education	9
Accreditation	9
Equal Education/Employment Opportunity Statement	9
School Closings.....	9
Facilities.....	10
Code of Ethics for Parents.....	10
Attendance and School Admission	11
Expected Results of a Properly Executed and Enforced Code of Conduct	11
Rules of the Home, Student, School, and School Personnel.....	11
Registration Requirements	12
Admission Policy for Homeless, Foster, Migratory, Immigrant, and LEP Students	12
Social Security Number/Temporary Number.....	12
Open Enrollment for Out-of-District Students.....	12
Withdrawals	13
Attendance	13
Board Policy/Attendance – Academic Achievement	14
Returning to School after an Absence.....	15
Tardiness	15
Check-Outs.....	15
Board Policy – Pregnant Students	16
Truancy	16
Board Policy/Truancy	16
Truancy - The Alabama Compulsory Attendance Laws	16
Truancy Issues	16
Conduct	17
Code of Student Conduct	17
Jurisdiction of the School Board	17
Dress Code.....	18
Bus Rules and Regulations	19
Travel Guidelines.....	19
Substance Abuse Policy.....	20
Notification Regarding Drugs, Alcohol, Weapons, Physical Harm, or Threatened Harm	21
Search and Seizure	22

School/Police Cooperation	22
Classifications of Violations	22
Due Process Procedure	24
Code of Alabama, 1975.....	25
Appeals Process.....	25
Formal Disciplinary Action and Procedure	25
Corporal Punishment.....	26
Disciplinary Probation.....	26
Parent Conferences.....	26
Restitution.....	26
Prosecution.....	26
Expulsion	26
In-School Suspension (ISS)	26
School Bus Suspension.....	26
Suspension.....	26
Work Assignments.....	26
Suspension from Work	26
Alternative School (A-School)	27
Complaints and Grievances.....	27
Complaints and Grievances Concerning Sexual Harassment	27
Harassment Policy	28
Cell Phone and Electronic Device Policy	29
Student Records and Privacy	31
FERPA Policy	31
Directory Information	33
COPPA and Online Resources	34
Student Nutrition and Wellness Plan	34
Introduction	35
Purpose	36
Local Wellness Policy Guidelines – Nutrition / Nutrition Education Goals	36
Local Wellness Policy Guidelines –Physical Activity Goals	37
Local Wellness Policy Guidelines –Other School Based Activities	38
Local Wellness Policy Guidelines – Nutrition Guidelines for All Foods on Campus	38
Student Health Services	40
School Nurse	40
Medication	40
Immunization Policy.....	41
Head Lice Policy.....	41
Meningitis Information	41

Selected Notices and Policies	42
Parental Involvement Plan.....	42
Home-School Compacts.....	45
Parent’s Right-to-Know.....	45
Parent’s Right-to-Know Notification.....	45
Project Lead the Way (PLTW).....	46
Student Support Services.....	46
Special Education Referral Process.....	48
IEP Team.....	49
Confidentiality Under IDEA.....	49
Restraint & Seclusion Notification and Procedures.....	51
Section 504 Child Find Notice	52
Section 504.....	52
Transportation of Students with Disabilities	52
Gifted Education Services	53
Title III EL Services.....	53
State Testing and Digital Devices	54
Parent Request of Teacher Qualifications.....	55
Parental Notification Letter	55
Other Information	56
Extended Day Care	56
Worthless Checks.....	56
Cafeteria	56
System-Wide School Visitor Policy	56
Textbooks	56
Asbestos Hazard Emergency Response Act (AHERA)	56
Social Media	56
Fort Payne City Schools Student Acceptable Use Policy for Internet/Network Services	57
Fort Payne City Schools Digital Device Acceptable Use Agreement	59
I. Wills Valley and Williams Avenue Elementary Schools:	60
II. Fort Payne Middle School and Fort Payne High School	62
WAES STUDENT HANDBOOK	66
Acknowledgment Forms Section – Requiring Signatures.....	71
Fort Payne City School Student Code of Conduct and Student Handbook Acknowledgement Form	71
Student Acceptable Use Policy for Internet/Network Services.....	72
COPPA and Online Resources Agreement.....	72
Student Information Form.....	73
Parents Right-To-Know • Request Teacher Qualifications	74

Introductory Information

Fort Payne City Schools 2017-2018 CALENDAR

<p>18 Student Days 6 PD/Teacher Workdays</p> <ul style="list-style-type: none"> • August 1,2,3,4, 7,8 • PD/Workdays • August 9 1st Day for Students 	<p>AUGUST '17</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>13</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>20</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>27</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S								6							13							20							27							<p>JANUARY '18</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>14</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>21</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>28</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S								7							14							21							28							<p>20 Student Days 1 PD/Teacher Workday</p> <ul style="list-style-type: none"> * Christmas Holidays continued 1/1 -1/2 No School * PD/Teacher Workday 1/2 * Report Cards go home 1/8 * MLD Day 1/15 No School 							
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<p> H - Holiday - No Students S - Student Days P - PD/Teacher Workday <u>Taking personal leave on any PD/Teacher Workday is strongly discouraged.</u> <u>All employees must meet PD requirements each year.</u> </p>	<p>84 days 1st Semester 94 days 2nd Semester 178 Student Days</p>	<p>Total annual instructional hours Allows 2 fewer school days for Students and 4 weather days to be built in. It is required that we have a minimum of 1080 instructional hours per year. (This does not alter the required contract days for employees.)</p>	<p>6 PD/Workdays 1st Semester 3 PD/Workdays 2nd Semester 9 Professional Development/Teacher/workdays</p> <p>If additional hours are needed due to inclement weather we will use 4/2 and 5/25 to address the need.</p>																																																																																											

FPCS Notification System - Blackboard Mass Notification

The Fort Payne City School System will be utilizing a rapid alert and notification system known as Blackboard Mass Notification.

What is Blackboard Mass Notification?

Blackboard Mass Notification is a system that enables schools to reach parents, faculty and staff, emergency contacts, guardians, first responders, and the media within moments through a variety of popular communications methods and devices including:

Landline Phones

Cell Phones (Voice and Text)

Fax Machines

E-mail

Pagers

PDA's

When would our school use Blackboard Mass Notification?

- **Weather Emergencies:**
 - Snow and Ice Storms
 - Thunderstorms
 - Tornadoes

- **Other Natural/Man-made Disasters:**
 - Disease Outbreaks
 - Bomb Threats
 - Lockdowns
 - Shootings

- **School Info/Events/Activities:**
 - Standardized Tests
 - After School Events
 - Sporting Events
 - Attendance
 - Lunch Money Running Low

Blackboard Mass Notification provides schools with a cutting-edge tool to keep critical channels of communication open, current, accurate, and controlled.

Administration

Mr. Jim Cunningham.....256-845-0915

SUPERINTENDENT OF EDUCATION

TBA.....256-845-0915

ASSISTANT SUPERINTENDENT
FEDERAL PROGRAMS COORDINATOR
ELEMENTARY CURRICULUM COORDINATOR

Ms. Paula Muskett.....256-845-0915

TESTING COORDINATOR
SPECIAL EDUCATION COORDINATOR
ACCOUNTABILITY COORDINATOR

Dr. Laran Crowe.....256-845-9288

ATTENDANCE/TRUANCY OFFICER
CHILD NUTRITION PROGRAM DIRECTOR
TRANSPORTATION SUPERVISOR
504 COORDINATOR
HOMELESS/DELINQUENT STUDENT COORDINATOR

Ms. Christy Jackson.....256-845-0915

EL COORDINATOR/AT-RISK COORDINATOR
RTI COORDINATOR

Mr. Ronnie Crabtree.....256-845-0915

COMMUNITY EDUCATION COORDINATOR
TEXTBOOK COORDINATOR
CAREER TECH COORDINATOR

Ms. Patty Pope.....256-845-0915

CHIEF FINANCIAL OFFICER

Ms. Janice Everett.....256-845-0915

SYSTEMWIDE BOOKKEEPER

Mr. Greg Titshaw.....256-845-0915

TECHNOLOGY COORDINATOR

Fort Payne City Board of Education

Board of Education Members

Mr. James B. Durham, Jr., President

Mr. Randy McClung, Vice-President

Mrs. Carolyn Martin

Mrs. Kathy Prater

Mr. Neal Baine

Mr. Jim Cunningham, Superintendent

Accreditation

The Fort Payne City School System is fully accredited by the Alabama Board of Education and Southern Association of Colleges and Schools.

Equal Education/Employment Opportunity Statement

Discrimination based on sex, race, age, religious belief, disability, national origin, or ethnic group shall be prohibited in all educational programs and activities of the Fort Payne City Schools. Fort Payne City Schools' Human Resources and Personnel Compliance Coordinator is Mr. Jim Cunningham. His office is located at 205 45th Street NE, Fort Payne, Alabama. Telephone Number is 256-845-0915. For questions, concerns and/or information regarding the school system's compliance with Title IX contact Mr. Jim Cunningham at 256-845-0915. For questions, concerns and/or information regarding the school system's compliance with Section 504 of the Rehabilitation Act of 1973 contact Dr. Laran Crowe, 504 Coordinator, at 256-845-9288.

School Closings

The Superintendent will close schools when weather or other conditions are too hazardous for safe operation. The superintendent of education, working with the Dekalb County Emergency Management Agency, state troopers, local police and transportation supervisor must on occasion close schools in the interest of student safety. The decision will be made based on the best information available at the time. When the decision to close school has been made, the superintendent will send a message through the rapid alerts system as well as notify all local radio stations and media outlets. Every attempt will be made to begin the announcement prior to the time that buses begin their routes. Parents are urged to listen to the radio when the weather appears to become threatening.

Facilities

<p>Fort Payne City Board of Education</p> <p>205 45th Street NE Fort Payne, AL 35967 Telephone (256) 845-0915</p>	<p>Fort Payne Middle School</p> <p>Mr. Shane Byrd, Principal 4910 Martin Ave NE Fort Payne, AL 35967 Telephone (256) 845-7501</p>
<p>Fort Payne City Schools Transportation/Child Nutrition Program Office</p> <p>Dr. Laran Crowe, Transportation Supervisor 231 38th Street NE Fort Payne, AL 35967 Telephone (256) 845-9288</p>	<p>Williams Avenue Elementary School</p> <p>Mr. Heath Shaddix, Principal 1700 Williams Avenue NE Fort Payne, AL 35967 Telephone (256) 845-0626</p>
<p>Fort Payne High School</p> <p>Mr. Brian Jett, Principal 201 45th Street NE Fort Payne, AL 35967 Telephone (256) 845-0535</p>	<p>Wills Valley Elementary School</p> <p>Mrs. Sally Wheat, Principal Mrs. Sally Wheat, Pre-School Director 4111 Williams Avenue NE Fort Payne, AL 35967 Telephone (256) 845-3201</p>

Code of Ethics for Parents

As a parent of a student in the Fort Payne City School System, an individual is expected to maintain personal dignity in his/her relations with the child, the child's teachers, and all other employees of the school board. **The parent should recognize the worth and dignity of each individual and recognize the supreme importance of the pursuit of truth, of devotion to excellence, and of the nurturing of democratic citizenship.**

The parent should obey local, state, and national laws and should hold himself/herself to high ethical and moral standards. He/She should be loyal to his/her country and to the causes of liberty and democracy. He/She should be supportive of the local Board of Education and its employees who act in the public trust. This support should involve participation in the provision and maintenance of a high quality instructional atmosphere in each of the city schools.

Recognizing the significance of parental support to quality education, the parent should constantly strive to maintain communication and cooperation with the personnel of the school system in all matters that affect the student. **By this action, a parent will show a respectful attitude toward and appreciation for the need for education in today's society.**

Section 16-28-12

This law requires that any parent/guardian who enrolls a student in school assume the responsibility for the student's regular attendance and proper conduct.

Section 16-1-14

Any local school board may remove, isolate, or separate pupils who create disciplinary problems in any classroom or other school activities and whose presence in the class may be detrimental to the best interest and welfare of the class.

****AFTER YOU HAVE REVIEWED THE HANDBOOK, PLEASE DETACH, SIGN, AND RETURN THE LAST PAGE. YOUR SIGNATURE ASSURES THE SCHOOL THAT YOU HAVE RECEIVED, READ, AND DISCUSSED THE HANDBOOK WITH YOUR CHILD. WE LOOK FORWARD TO HAVING A PRODUCTIVE AND REWARDING YEAR.**

Attendance and School Admission

Expected Results of a Properly Executed and Enforced Code of Conduct

1. Teacher and student morale should be high because of a positive teaching and learning environment.
2. Increased public support for the schools should be better because of a positive learning environment which is provided and maintained.
3. An overall school environment and atmosphere which is conducive to learning will be ever present.

Rules of the Home, Student, School, and School Personnel

In order for effective instruction to occur, there must be a cooperative relationship among student, parent and educator. This relationship may be described as follows:

Parents or Guardians should

- maintain regular communications with the school authorities concerning their child's progress and conduct
- ensure that their child is in daily attendance and promptly report and explain any absence or tardiness to the school
- provide their child with the resources needed to complete classwork
- bring to the attention of the school authorities any problem or condition which affects their child or other children of the school
- discuss report cards and work assignments with their child
- maintain up-to-date home, work and emergency telephone numbers at the school, including doctor, hospital preferences, and emergency health care information form

Students should

- attend all classes daily and be punctual in attendance
- come to class with appropriate working materials
- be respectful to all individuals and property
- refrain from profane or inflammatory statements
- conduct themselves in a safe and responsible manner
- be clean and neat
- be responsible for their own work
- abide by the rules and regulations of the school and each classroom teacher
- seek changes in an orderly and recognized manner

Schools should

- encourage the use of good guidance procedures
- maintain an atmosphere conducive to good behavior
- exhibit an attitude of respect for students
- plan a flexible curriculum to meet the needs of all students
- promote effective training or discipline based upon fair and impartial treatment of all students
- develop a good working relationship among staff and with students
- encourage the school staff, parents or guardians, and students to use the services of community agencies
- promote regular parental communication with the school
- seek to involve students in the development of policy when applicable
- endeavor to involve the entire community in the improvement of the quality of life

School Personnel should

- be in regular attendance and on time
- perform their duties with appropriate materials
- respect other individuals and their property
- refrain from profane or inflammatory statements
- conduct themselves in a reasonable and responsible manner
- be clean and neat
- adhere to the rules and regulations established by the school
- pursue improvements in an orderly and recognized manner
- utilize a variety of informal disciplinary and guidance methods, in addition to formal disciplinary action including:
 - student program adjustment referral to appropriate personnel for group or individual counseling with guidance counselors, peer counseling, psychological evaluations, and such other services deemed appropriate
 - conferences and/or contacts between administrators, parents or guardians, teachers and students
 - referral to appropriate agencies for specific problems

Registration Requirements

In accordance with state law, anyone registering for school must present the following documents before entry: birth certificate (original or certified copy for age verification), social security card (voluntary), updated immunization record, proof of residency, and custody papers (if applicable).

Admission Policy for Homeless, Foster, Migratory, Immigrant, and LEP Students

Pursuant to the requirements of the Elementary and Secondary Education Act and the Stewart B. McKinney-Vento Homeless Assistance Act, all homeless, migratory and LEP children must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. This shall be the policy of the Fort Payne City School System. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The enrollment of homeless, migrant, immigrant and limited English proficient children and youth shall not be denied or delayed due to any of the following barriers:

- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Guardianship or custody requirements
- Lack of a social security card

Social Security Number/Temporary Number

Disclosure of your child's Social Security Number (SSN) is voluntary. For each person who is entitled to admittance but does not have a social security number, the local superintendent or agency shall assign a temporary number in accordance with the directions as specified by the State Department of Education.

Open Enrollment for Out-of-District Students

The Fort Payne City School Board policy requires that all out of district students apply annually for enrollment in the school system. This includes out of district students who attended Fort Payne City Schools during the previous school year. Only full-time district employees' children are waived from this requirement.

Open enrollment applications will be accepted at all Fort Payne City Schools from May 1 until June 15, each school year. The applications may be picked up, at the school that the student would like to enroll, or they may be downloaded from the district website, <http://www.fpcsk12.com> under public information. The application must be personally returned to the school. The form cannot be mailed, faxed or emailed.

Students, who attended a Fort Payne City School last year, will not have to provide supporting documentation to include attendance, discipline reports and report cards.

All students, who attended a school other than Fort Payne City Schools, must have all required supporting documentation. The review process will not be delayed by failure to submit supporting documentation. The applications will be acted upon on a "first come first serve" basis. The applications will be processed based on the Fort Payne City School District's projected enrollment figures and board approved staffing levels for the upcoming school year.

In situations in which space is limited, priority will be given to a student who:

1. has a sibling enrolled at the requested school, or
2. was enrolled in a Fort Payne City School the previous year.

Factors which cause an out of district enrollment to be denied include:

1. A school, grade or program(s) has a lack of available space, staff or support services, taking in-district enrollment projections into consideration.
2. The school requested does not offer appropriate programs, is not structured or equipped with the necessary facilities to meet the needs of the student, or does not offer a particular program requested.
3. The student does not meet the eligibility criteria for participation in a particular program including age requirements, course prerequisites, and required levels of academic performance.
4. The student has been suspended or expelled from school, or is in the process of being expelled.
5. The student has withdrawn from a school to avoid possible suspension or expulsion.
6. The student has a history of documented disciplinary infractions within the past three (3) years.
7. The student has been adjudicated or convicted of a crime, or is affiliated with a gang activity.
8. The student has a record of excessive absences or truancy from school.
9. The information on the enrollment application was misrepresented or incomplete.
10. The Fort Payne City School District shall not consent to any transfers where the cumulative effect will reduce desegregation in the district.

All out of district students **MUST** reapply annually. At no time will an out of district student displace a FPCS resident student.

Withdrawals

Parents withdrawing students from school should notify the school office as soon as they find out they are moving. All indebtedness should be cleared. All books, including library books, should be returned to the teachers. The legal guardian must come to the school to officially withdraw a student. We will give you a withdrawal form to present to the transfer school. The transfer school will ask you to sign a waiver allowing them to request records from us.

Attendance

All students are expected to attend school on a regular basis and to develop habits of punctuality, self-discipline, and responsibility to obtain the greatest benefits from the instructional program. There is a direct relationship between poor attendance and class failure, and students who are regular in attendance generally achieve higher grades and enjoy school more.

The Fort Payne City Schools are governed in their attendance practices and policies by the Code of Alabama as amended and the Fort Payne City Board of Education. The Code specifies that all children between the ages of six (6) and seventeen (17) must attend school every year.

ATTENDANCE - ABSENCE CODES EXCUSED ABSENCES

ID	Excused medical
IP	Excused parent
2X	Death in family
3X	Excused weather
4X	Excused quarantine
5X	Excused emergency determined by the principal
6X	Prior permission of principal and consent of parent or legal guardian

UNEXCUSED ABSENCES

7X	Unexcused absence
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Board Policy/Attendance – Academic Achievement

The policy of the Fort Payne City Board of Education concerning student absences shall be as follows:

1. No student shall be eligible to receive credit for a class if he/she is absent until the reasons for such absences have been determined, parent conferences held when necessary, in line with the due process and the problem settled to the satisfaction of the principal, in keeping with the policies.
2. If reasons for all absences have not been determined by the end of the nine weeks, an “I” or Incomplete shall be given by the teacher instead of a numerical grade and a report made to the principal concerning the student’s absences. The “I” shall not be removed except through the appeals process.
3. In regard to illness, students shall furnish either a physician’s statement or parent’s statement regarding absences upon returning to school. If the absence is for more than three days, a physician’s statement, or Health Department statement, should be required, unless the principal has knowledge of the facts. The parents shall be contacted whenever the principal feels that further verification is needed.
4. Absences because of the following reasons are not to be counted against student:
 - a. Students representing their school, in school sponsored activities. For example, but not limited to, approved field trips, educational trips (having merit as determined by the principal), religious holidays (principal may investigate for authenticity), and athletic and band competitions, as long as they meet the requirements of the State Department and are approved by the principal.
 - b. Students on campus, but assigned to a special class during the day, for example, LD or gifted, instead of a regular class.
 - c. Excused absences: In addition to the above, the State Board considers absences caused by either illness of the student, death in the student’s immediate family, legal quarantine, weather, or poverty, as excused absences (must be documented and approved by the principal).
 - d. With principal’s approval, a student may be excused to attend the funeral of someone other than a member of the immediate family after review of the request. Example: including, but not limited to, a close friend, official, or parent of classmate, etc.
5. Teachers will provide students who have been absent for excused reasons an opportunity to make up missed assignments. It is the student’s responsibility to request makeup work within three (3) days following the determination by the principal that the absence was excused. The work must be completed within five (5) school days after returning to school.
6. Wills Valley and Williams Avenue students shall present their cause of absence to their teacher. Ft. Payne Middle and High School students shall present their cause of absence to the principal upon

returning to school. The principal shall notify the student's teachers stating that the absence or absences are or are not excused. It is the responsibility of the students and parents to provide the principal and teachers with the satisfactory evidence relating to excused absences. Students and parents shall assume responsibility for their obligations regarding deadlines.

7. Students with unexcused absences are subject to both disciplinary and legal action.

8. Students excused for school-sponsored activities must make up class work missed. No makeup work is to be given for an unexcused absence. An out-of-school suspension is an unexcused absence.

9. The principal will notify the teacher when an incomplete grade is to be removed. When an "I" is removed, whereby makeup work is not allowed for unexcused absences, and/or a zero is given for a missed test, such could result in an "F" when other test grades and daily grades, when applicable, are averaged.

10. Truancy - Students between the ages of 6 and 17 must, by law, attend school. See "Truancy Policy". When a student is out for two days and the principal has not heard from the parent or guardian, the attendance supervisor shall be notified. Students over the age of 17 must attend school on a regular basis or be subject to disciplinary or legal action.

Returning to School after an Absence

FPHS and FPMS students who have been absent for all or part of the previous day must report to the Assistant Principal's Office or his designee between 7:15 a.m. and 7:40 a.m. before reporting to class. WVES and WAS students must report to their homeroom teacher. The students must have a written note from a parent/guardian stating the *SPECIFIC REASON* for the absence. **No more than (3) days per nine weeks will be excused by a parent note.** Students who have made visits to dentists or medical doctors or who received treatment at a hospital are to bring excuses from that office to be filed in the school office. The student will then be coded in the computer as excused or unexcused.

Failure to bring a written excuse within three (3) days will result in the student's absence being coded unexcused (Truant - 7X).

Students who have a medically diagnosed long-term illness will be required to furnish written updates from their doctor at the end of each grading period.

The note should have parent/guardian signature and a phone number for school officials to call for verification.

Tardiness

Promptness to class and to school is very important. Each teacher will record tardy students in the homeroom and/or class attendance roll. Referrals to the Principal/Assistant Principal for possible disciplinary action will be made after three (3) tardies per grading period. **In grades K-12, three (3) unexcused tardies to school will equal one (1) unexcused absence.**

Excessive tardies will be judged according to the student code of conduct.

Students in grades 7-12 that are tardy to HOMEROOM or to SCHOOL unexcused will be assigned to morning detention for each tardy. Students who come to school after homeroom will have to meet with the Principal/Assistant Principal before they can be admitted to class. Excessive tardies to school can result in disciplinary action other than morning detention. Tardies to school will be excused only for documented doctor's excuses, legal excuses, or as determined by the Principal/Assistant Principal.

Check-Outs

An early check-out not explained in writing by a parent, guardian or doctor's note is considered unexcused. A check-out may be considered unexcused if it is not for one of the following reasons: sickness, death in the immediate family, weather, doctor's appointment, medical quarantine or prior permission from the principal. **In grades K-12, three (3) unexcused check-outs from school will equal one (1) unexcused absence.**

Board Policy – Pregnant Students

The Fort Payne City Board of Education requires a pregnant student to notify the school principal and counselor as soon as possible after the pregnancy has been confirmed. The purpose of this policy is to protect the health of the student.

Truancy

Board Policy/Truancy

The Policy of the Fort Payne City Board of Education concerning Truancy shall be as follows: (adopted July 17, 1989; revised July 13, 1992, April 25, 2005).

1. The parent or guardian is responsible for providing an explanation to the school as soon as practical concerning absence of a student. The State Department of Education has interpreted as soon as practical as a period of three days.
2. The State Department of Education recognizes absences for the following reasons as being excused:
 - a. Pupil too ill to attend school
 - b. Death in the immediate family
 - c. Inclement weather which would be dangerous to the life or health of the child if he/she attended school
 - d. Legal quarantine
 - e. Emergency condition as determined by principal
 - f. Prior permission of principal and consent of parent or legal guardian
3. Any absences not falling into one of the reasons listed above shall be recorded as an unexcused absence in the teacher's register and will result in the student being considered a Truant.
4. The principal or his designee may require verification of any absence.

Truancy - The Alabama Compulsory Attendance Laws

require that each child (K-12) who enrolls in a public school, whether or not the child is required by law to enroll, is subject to the school attendance and truancy laws of the state. (Act 94-782 & Amended Section 16-28-3)

The law also states that parents or guardians having control over school-age children are responsible for the children's regular attendance and proper conduct. Parents and/or guardians must provide to the school principal a legal explanation of each absence within three (3) days after the child returns to school. If the parent or guardian fails to provide this information to the principal, each child's absence will be recorded as unexcused or truant. The child shall also be deemed truant for any absence determined by the principal to be unexcused based upon the State Department of Education's current School Attendance Manual.

Truancy Issues

The following procedures for handling truancies shall be uniformly administered throughout the schools of Fort Payne. These procedures are as follows:

First Truancy (Unexcused Absence)

- The parent/guardian shall be notified by the principal that said student was truant and the date of the truancy.
- The parent/guardian shall be provided a copy of Alabama's compulsory school attendance laws and be advised of the penalties which may be applied and the procedures which shall be followed in the event that other unexcused absences occur.

Second Truancy (Unexcused Absence)

- The parent/guardian and child shall attend a conference with the principal.
- Attendance at the scheduled conference shall be mandatory except where prior arrangements

have been made or an emergency exists.

Fifth Truancy (Unexcused Absence)

- The parent/guardian and child shall participate in the early warning truancy prevention program provided by the juvenile court.
- Failure to appear at the early warning truancy prevention program shall result in the filing of a complaint/petition against the parent under *Code of Alabama* (1975), §16-28-12(c) (failure to cooperate), or a truancy against the child, whichever is appropriate.

Sixth Truancy (Unexcused Absence)

- The Dekalb County Juvenile Probation Officer and the Fort Payne City Schools' Attendance Officer will be notified that said student has accumulated a sixth unexcused absence after attending the early warning truancy prevention program.

Seventh Truancy (Unexcused Absence)

- A complaint/petition/warrant will be filed against the child and/or parent/guardian.

Conduct

Code of Student Conduct

All students attending Fort Payne City Schools are charged with the responsibility of conducting themselves in a manner appropriate to good citizenship, whether on campus, in the classroom, on the school bus or while attending a school-sponsored event. Student conduct shall be founded on the basic idea of respect and consideration for the rights of others. The Code of Conduct shall guarantee due process. Due process means that a person must be given notice that he/she is about to be deprived of life, liberty, or property; that a person be given an opportunity to tell his/her side of the story. However, the concept of due process is a flexible one, and its specific definition in a given situation varies with the nature of the threatened deprivation and the other factors involved. In the case of short-term suspensions, the Supreme Court recognized that a student is not being seriously deprived and that the school has the right to maintain an orderly school environment in order to protect other students.

Jurisdiction of the School Board

Students enrolled in Fort Payne City Schools are subject to the policies of the Fort Payne City Board of Education and to the rules and regulations of the school. This authority applies to all school sponsored activities including but not necessarily limited to the following:

1. Regular school activities
2. Transportation on school buses
3. Field trips
4. Athletic functions
5. Activities where appropriate school personnel have jurisdiction over studies

All school regulations and prohibitions pertain to automobiles driven or parked on school property. In addition to the foregoing, jurisdictional control over the student may be extended to the immediate vicinity of the school when the conduct of the student is deemed to have a detrimental effect on health, safety and welfare of the school.

Dress Code

The Fort Payne City Board believes that good grooming and personal appearance are essential elements in the teaching and learning process. Students are expected to dress in such a manner to ensure their health and safety. Grooming and dress must not constitute a distraction or interfere with the education opportunity of other students.

Dress suggestive of potential violence, disruptive behavior, physical harm to school employees, students, or visitors, is prohibited. School administrators have the authority to use discretionary judgment to prohibit such dress based on past and current circumstances. If the principal or his designee determines that the student's dress is inappropriate, the student will be asked to make proper adjustment and/or corrections (change into clean sweats or have a change of clothing brought to school).

Rules and regulations of the dress code apply to all students, unless exceptions are granted due to a student's disability, medical condition, or other exceptions approved by the principal.

Please refer to the following dress code guidelines. If there is a question as to the appropriateness of a garment, please call the principal or assistant principal.

Shirts

- No sleeveless shirts/garments (no spaghetti straps, no tank tops, no string straps, no backless, no one-shoulder straps, no sundresses, sheer or see-through clothing, etc.)
- No skin showing on the mid-section or on the back when standing or seated
- No cleavage visible (young ladies)
- No holes in blouses/shirts
- No cutoff or fringed shirts
- Shirt tails may not be excessive in length

Shorts, Skirts, and Pants

- Shorts/skirts/dresses must come to the kneecap (No slits above the knee)
- All pants must be worn above the hips
- No cutoff or fringed hems
- No holes in pants
- Pants should not drag the ground
- No pajama pants or dorm pants
- Clothing must not include pictures, writings, symbols, etc., promoting, acknowledging, or suggesting drugs, tobacco products, alcohol, sexual activities, gangs, groups, individuals, or activities that would be considered potentially dangerous, disruptive, or hazardous to the student, to other students, or to the school environment.
- In summary clothing must not be too tight, too short, or bare at the midriff or sides.

Shoes

- Shoes or sandals must be worn (No house shoes)
- Shoes with wheels may not be worn (No Heelys)

Jewelry and Body Piercing

- No body piercing or decorative jewelry may be worn in any location other than in the ear.
- Wallet chains and/or oversized chains are not allowed at school or on school buses.

Hair Color

- Hair color that draws unnecessary attention will not be permitted.

Head Coverings

- Hats, caps, bandanas, and other head coverings are not permitted in the school during regular school hours or on school buses. Sunglasses are not to be worn in the school.

Additional

- Students must be neatly dressed, clean, and well groomed.

- Hair must be worn in such a way that it does not impair vision.
- With the approval of the principal, students in school sponsored activities, such as dance team, cheerleaders, etc., may dress in the manner that does not conform to the dress code only for the purpose of the activity.

Note: Any other attire that the principal or his/her designee considers inappropriate cannot be worn.

Bus Rules and Regulations

The first and most important role of the bus driver is to safely transport students to and from school. Driving a school bus is a tremendous responsibility and requires the combined cooperation of parents, students, drivers and school officials. Students are under the authority of their school principal when riding on a school bus for any reason. Trip permission forms are necessary for any school trip. These forms release school officials and the City Board of Education of any liability in case of accident. The bus driver is responsible to the school principal for student behavior. Therefore, the principal must enforce the following procedures:

1. Students are responsible to the bus driver while they are on the bus.
2. Students shall be required to get on and off buses at stops approved for them.
3. Students should be courteous and friendly to all along the bus route.
4. Students should give their cooperation in protection of buses against any vandalism. Damage caused by careless acts shall be paid for by parents or guardians of offending pupils.
5. Tobacco, drugs, vapor or E-cigarettes, etc., shall not be used in any way on the bus.
6. Emergency doors are not to be used unless there is an emergency.
7. Fighting on the bus will be treated the same as fighting in school.
8. Students may be sent to the office by the bus driver for misconduct on the bus.
9. Students may not eat or drink on the bus.
10. Students may not bring balloons or other objects on the bus that may obstruct the bus driver's view.
11. Students must follow the cell phone and electronic device policy while on the bus.
12. Students may not walk home if they miss their designated bus.
13. Students must have a written, signed note from a parent if the student needs to ride an alternate bus.
14. Students will participate in two (2) emergency bus evacuations per year.
15. A visit to the office may result in the parents being called, corporal punishment, a bus suspension, permanent bus suspension if the problem continues, or other appropriate action determined by the principal, or his designee. (Detention, ISS, A-School or out of school suspension).

Travel Guidelines

Travel Guidelines for Student Athletic, Academic Teams, or any other Activity that Involves Student Transportation

1. It is the position of the Fort Payne City School System that students be transported to and from school and school related events in the safest manner possible. Situations where students will not be transported in school buses will be strictly limited and must be approved by the Superintendent of Education.
2. Transportation regulations for Fort Payne City Schools require that student-athletes or academic team members travel to and from contests/competitions with their team when transportation is provided or arranged by the school. Exception: Parents may only transport their own student athlete or academic team member to an athletic contest/academic competition or practice when they have permission of the Coach/Sponsor and Principal/Athletic Director. Parents cannot transport student athletes or academic team members of which they are not the custodial parents.
3. All members of athletic or academic teams are expected to travel to out of town games on school provided transportation (Fort Payne City School buses or approved Charter Bus

- Agencies). This includes games or competitions involving other area schools on days when school is in session, regardless of the time of departure.
4. A student-athlete will not be permitted to drive his/her own vehicle or to transport other students to and from his/her athletic contest.
 5. Outside the school day, when playing a local school, the coach may elect for the team to meet at a designated time at the away school. It is the individual parents' responsibility to ensure safe transportation to and from the site for their child when school arranged transportation is not provided. Parents may only transport their own children to such events. ***If this method of transportation is used, permission of the Superintendent and Building Principal must be requested in writing and have their signed approval. This method of transportation should always be viewed as the exception and never the rule!***
 6. Sponsors and/or Coaches that are certified employees of the Fort Payne Board of Education can transport students if the following criteria is met:
 - a. Hold a valid Alabama Teaching Certificate and are employed by the Board of Education as a Teacher and Coach/Sponsor of the specific team
 - b. Have a valid Alabama Driver's License (Copy must accompany the trip application)
 - c. Provide a copy of their comprehensive and liability automobile insurance to the Principal/Athletic Director to be kept on file
 - d. The Driver's name, vehicle identification information, and insurance cards must all match
 - e. There must be a seat belt for every passenger
 - f. Have signed consent forms from the parents of the involved students
 - g. Have signed permission to travel in a Sponsor/Coach's vehicle by the Building Principal and the Superintendent

Substance Abuse Policy

Extracurricular Activity/Student Parking Privilege Substance Abuse Policy

The Fort Payne City Board of Education (the Board) recognizes its students as present and future assets to the educational process. Students who participate in extracurricular activities serve as role models for other students and are keys to the goal of providing the best possible education for all students. To achieve that goal and to maximize the skills and talents of all students, it is important that every student, as well as employees of the school system, understand the dangers of drug use.

Substance abuse is a serious threat to the school system, students, visitors, and its employees. Use of drugs by students significantly affects the health and safety of the using student, the student's classmates, and the school community, as well as undermining the educational process. Practical experience and research indicate that appropriate precautions are necessary to safeguard students and participants in the school community from the dangers of illegal drug use and misuse. The Board has decided that a drug-testing program is one such appropriate precaution.

Two groups of students have been selected for inclusion in this testing program – those who **choose** to participate in competitive extra-curricular activities and those who **choose** to obtain a parking permit for the purpose of parking their vehicle on school property. Students who participate in competitive extracurricular activities serve as role models for other students and are expected to adhere to high standards of leadership and conduct. Extracurricular programs all involve some degree of interdependence among members and students participating in those programs. Participating students represent not only themselves, but their teammates, the school and their community. Significant time, effort and funds are expended by students, sponsors, parents and volunteers to make the programs successful, and the expectation is that all participating students be at their best while participating. Moreover, many extracurricular activities involve physical contact, athletic performance and demanding decision-making that are essential to success in the activity and safety of the participants. The dangers posed by drug use can be immediate and tragic in those activities or can be more subtle but nonetheless detrimental.

Likewise, students who drive automobiles or other motorized vehicles on campus have safety responsibilities beyond those of the average student. Students who wish to take advantage of driving a vehicle on school property and parking a vehicle on school property should be allowed to do so in a safe, drug free environment. The dangers posed by drivers who are not attentive, not alert, not cautious and not focused are well established. These dangers are even more prevalent among those who have just begun driving, who lack experience and who are expected to exercise care, caution, and concern among numerous other drivers who are similarly inexperienced. The impact of drug use (or the secondary effects of that use) by driving students may have immediate, tragic and devastating consequences, not only for the student involved in drug use but also for other members of the school community.

It is the belief of the Board and the Fort Payne community that the benefits derived from a drug-testing program that requires testing of students involved in extracurricular activities and students with parking privileges outweigh the potential inconvenience to students. The Board earnestly solicits the understanding and cooperation of all students and parents in implementing this program. The Board already requires that all students report to school, practices, and competitive events without prohibited substances in their system. The Student Code of Conduct provides prohibitions against drug use, distribution, dispensation and possession and prescribes consequences for violating those prohibitions. The Board has elected to implement this testing program as an additional and complementary measure to prevent and deter drug use.

In order to enforce these rules, the Board reserves the right to require all students who desire to participate in extracurricular activities or who wish to park on Board property at any time while under the supervision or care of the school system to submit to drug testing to determine the presence of prohibited substances.

Students applying to participate in extracurricular activities or to obtain parking privileges may be tested for drugs as a condition to participation in the activity of their choice or to issuance of a parking permit. Students may also be required to undergo screening in conjunction with any scheduled physical examinations, on a random basis, without advance notice, and as a part of follow-up testing in the event of a violation of the program. Violations of these rules (including testing positive and/or refusal to undergo screening) have consequences, including suspension from competitive extracurricular activities or parking privileges, in accordance with the provisions set forth herein. No student testing positive, refusing to test, refusing to cooperate with testing, or being in violation of this program will be penalized academically. The Board reserves the right to depart from these policies and procedures where it deems appropriate. This policy addresses drug testing only, and the guidelines herein apply when a drug test shows the presence of drugs. Additionally, whenever this occurs, the consequences prescribed by this program shall be imposed. However, when Board rules in the Student Code of Conduct regarding rules are broken, disciplinary action will be imposed, and the authority of the Board shall not be limited by anything in this program.

This policy (JCDA), in its entirety, may be obtained at the Fort Payne City Board of Education Administrative Offices or any of the four schools upon request by the parent / guardian or student.

- foods and students will be encouraged to purchase healthy choices.

Notification Regarding Drugs, Alcohol, Weapons, Physical Harm, or Threatened Harm

The school principal shall notify appropriate law enforcement officials when a person violates Fort Payne City School Board 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. If that person is a student, the student shall be immediately suspended from attending regular classes and a hearing will be scheduled within 5 school days.

If a student is found to have violated a Fort Payne City Board of Education policy concerning drugs, alcohol, weapons, physical harm to a person or threatened physical harm to a person, the student may

not be readmitted to the school until criminal charges, if any, have been disposed of by appropriate authorities and the student has satisfied all other requirements imposed by the Fort Payne City Board of Education as a condition for readmission.

Search and Seizure

The principal or his/her approved designee may search the person of suspected students and their attendant personal belongings if there is reasonable cause to believe that the students are carrying articles that may endanger the individuals in the school or that such article possessed are contrary to law or the regulations of the school or the Board. If suspected students are searched, it shall be conducted on an individual basis in private by a school official of the same sex with a certified staff member of the same sex present.

School/Police Cooperation

It shall be the policy of the Fort Payne City Schools that a reasonably cooperative effort is maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned to conduct an investigation of alleged criminal conduct on the school premises or during a school-sponsored activity or to maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property. Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. The school administrators shall at all times act in a manner that protects and guarantees the rights of students and parents.

Searches will be conducted on a random basis in cooperation with the Fort Payne City Police Department. These searches may include the use of drug dogs. Lockers, cars, book bags, or other school and student property may be searched. The purpose of a search could be to detect illegal drugs, health or safety problems, or violations of school rules.

Classifications of Violations

Violations of the Code are grouped into three classes - minor, intermediate, and major. Each classification is followed by a disciplinary procedure which is to be implemented by principals and their designees.

In the following classes of violations and disciplinary procedures, it is understood that the principal or his/her designees shall hear the student's explanation and consult further with school personnel, if necessary, before determining the classification of the violation.

Each classroom teacher will deal with general classroom disruption by taking in-class disciplinary action, by making a personal call to the parents or guardians when feasible, and by scheduling conferences with parent(s) or guardian(s) and other school staff. Only when the action taken by the teacher is ineffective, or the disruption is sufficiently severe, should the student be referred to the principal or his or her designee.

Class I Offenses

- 1.01 - Excessive distraction of other students -- any conduct and/or behavior which is disruptive to the orderly educational process in the classroom or any other instructional setting. Examples: talking excessively, interrupting class functions, chewing gum, writing and/or passing notes, provoking other students and other violations of Classroom Courtesies.
- 1.02 - Illegal organization -- any on-campus activities of fraternities, sororities, secret societies, non-affiliated school clubs, or unruly gangs.
- 1.03 - Minor intimidation of a student.
- 1.04 - Nonconformity to the dress code.
- 1.05 - Minor disruption on a school bus.
- 1.06 - Inappropriate public display of affection including, but not limited to, embracing and kissing.

- 1.07 - Intentionally providing false information to school personnel - forgery of parents' names; intentionally providing false information to parents, such as changing grades, tardies and absences.
- 1.08 - Continued refusal to complete class assignments.
- 1.09 - Failure to follow instruction -- examples: failure to carry correspondence home; failure to obey directions in hallways, assemblies, etc.
- 1.10 - Pushing, intentionally touching another student against his/her will.
- 1.11 - Littering of school property (including school buses).
- 1.12 - Excessive Tardies and Truancy.
- 1.13 - Disrespect toward student, teacher or administrator.
- 1.37 - Any other violation which the principal may deem reasonable to fall within this category.

ADMINISTRATIVE RESPONSES FOR CLASS I VIOLATIONS INCLUDE, BUT ARE NOT LIMITED TO:

- 1. Student Conference
- 2. Parent Contact
- 3. Detention
- 4. Suspension from Class or Bus
- 5. Suspension from School
- 6. In-School Suspension
- 7. Corporal Punishment (Witness and due process required)

Class II Offenses

- 2.09 - Defiance of Authority
- 2.10 - Disobedience, Persistent/Willful
- 2.16 - Electronic Pagers/Unauthorized Communication Device
- 2.17 - Fighting
- 2.18 - Fire Alarm/Extinguisher/Tampering with or setting off
- 2.20 - Harassment
- 2.22 - Inciting other students to create a disturbance
- 2.24 - Larceny/Theft/Robbery/Possession of stolen property
- 2.26 - Profanity/Vulgarity
- 2.31 - Threats/Intimidation
- 2.32 - Tobacco Possession
- 2.33 - Tobacco Sale
- 2.34 - Tobacco Use
- 2.35 - Trespassing
- 2.36 - Truancy/Unauthorized Absences
- 2.37- Any other violation that the principal may deem reasonable to fall within this category, for example cheating, vapor or E-cigarettes, etc.

ADMINISTRATIVE RESPONSES FOR CLASS II VIOLATIONS INCLUDE BUT ARE NOT LIMITED TO:

Parent contact in writing and:

- 1. Corporal Punishment
- 2. Suspension from Class
- 3. Suspension from School
- 4. In-School Suspension
- 5. Alternative School

Class III Offenses

- 3.01 - Alcohol Possession
- 3.02 - Alcohol Sale
- 3.03 - Alcohol Use
- 3.04 - Arson
- 3.05 - Assault

- 3.06 - Bomb Threat
- 3.07 - Burglary/Breaking and Entering
- 3.08 - Criminal Mischief/Vandalism
- 3.11 - Disorderly Conduct Other
- 3.12 - Disruptive Demonstrations
- 3.13 - Drug Possession
- 3.14 - Drug Sale
- 3.15 - Drug Use
- 3.16- Unlawful Use of Electronic Pagers/Unauthorized Communication Devices
- 3.19 - Gambling
- 3.21 - Homicide
- 3.23 - Kidnapping
- 3.25 - Motor Vehicle Theft or unauthorized use of a motor vehicle
- 3.27 - Robbery
- 3.28 - Sexual Battery
- 3.29 - Sexual Harassment
- 3.30 - Sexual Offenses Other
- 3.37 - Handgun Possession
- 3.38 - Handgun Sale
- 3.39 - Handgun Use
- 3.40 - Rifle/Shotgun Possession
- 3.41 - Rifle/Shotgun Sale
- 3.42 - Rifle/Shotgun Use
- 3.43 - Firearm Component Possession
- 3.44 - Firearm Component Sale
- 3.45 - Firearm Component Use
- 3.46 - Explosive/Incendiary or Poison Gas Possession
- 3.47 - Explosive/Incendiary or Poison Gas Sale
- 3.48 - Explosive/Incendiary or Poison Gas Use
- 3.49 - Other Weapons Possession
- 3.50 - Other Weapons Sale
- 3.51 - Other Weapons Use
- 3.52 - Knife Possession
- 3.53 - Knife Sale
- 3.54 - Knife Use
- 3.55 - Other Unknown Weapons Possession
- 3.56 - Other Unknown Weapons Sale
- 3.57 - Other Unknown Weapons Use
- 3.58 - Other Incidents Resulting in a State Defined Discipline

ADMINISTRATIVE RESPONSES FOR CLASS III VIOLATIONS INCLUDE BUT ARE NOT LIMITED TO:

1. Indefinite Suspension - Suspension should not exceed ten (10) days in length except in life threatening situations where a student may pose a danger to other students or personnel and then only until the Board meets.
2. Expulsion from School - Superintendent may recommend expulsion to the Board.
3. Suspension - Students suspended shall not be allowed to participate in any extracurricular activities including but not limited to athletics, clubs (and those that are school related such as 4-H if held during the school day).

Students expelled, suspended, or under disciplinary action from another system shall not be enrolled in the Fort Payne City School System.

Due Process Procedure

Any Due Process Procedure should include the following:

1. The student shall be given oral or written notice of the charges against him/her.
2. The evidence supporting the charge(s) shall be explained to the student.
3. The student shall have an opportunity to tell his side of the story.
4. The disciplinary authority (principal or teacher, etc.) may impose appropriate discipline measures immediately following the informal due process hearing stated above.

When a student is facing possible long-term suspension (more than ten (10) consecutive school days) or expulsion, the student is entitled to formal due process procedures:

1. The right to a hearing before the Board.
2. The right to be represented by counsel.
3. The right to cross-examine witnesses.
4. The right to a written record of the hearing.
5. The right to a written record of the Board's decision.
6. The right of appeal.

Prior to the application of the above procedure to a special education student, said student's I.E.P. committee shall be convened to determine if the student's behavior warranting punishment is related to the handicap. In the event it is determined that the student's behavior is not related to the handicap, the student shall be treated as any other student, except that, a special education student may not be suspended or expelled for more than ten (10) school days without being provided an alternative educational program. In the event the I.E.P. committee determines that the student's behavior is related to the handicap, the student may not be corporally punished, suspended, or expelled; however, other appropriate discipline measures may be administered.

Code of Alabama, 1975

Section 16-1-14. This act allows the removal, separation or grouping of pupils creating disciplinary problems. In cases where the presence of the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the student may be immediately removed from school. In such cases, the notice and hearing should follow as soon as practical.

Appeals Process

In the event the student is not satisfied with the disciplinary action, the student may appeal to the principal. If the student is not satisfied with the action taken by the principal, he/she may appeal to the Superintendent of Education.

If the student is not satisfied with the action taken by the Superintendent he/she may appeal to the City Board of Education. The decision of the Board will be final.

Two pieces of legislation that were passed during the 1993 legislative session that should impact student behavior are the following:

Act 93-672. This act states that parents who fail to require their children to attend school regularly or fail to require that their children conduct themselves properly as students shall be guilty of a misdemeanor.

Act 93-368. This act states that the local school attendance officer is responsible to report to the Department of Public Safety whenever a student drops out of school, is expelled from school or has accumulated 10 consecutive or 15 cumulative days of unexcused absences in any one semester. At this time the Department of Transportation will revoke or refuse to issue a driver's license to that individual.

Formal Disciplinary Action and Procedure

The authority of the school officials to control student conduct off school grounds and outside school hours is well settled in the law. Where the students are engaged in a school-sponsored activity the authority of the school officials is the same as if the activity took place on school property. Administrative responses for violations of discipline include, but are not limited to:

Corporal Punishment

Corporal punishment shall be administered in accordance with Board policy. Utmost discretion will be used and careful consideration will be given each individual case.

Disciplinary Probation

A student may be assigned for a specified period of time to a staff member who will assist in monitoring the student's adjustment to the school environment.

Parent Conferences

The parent(s)/guardian(s) of a student will be asked to visit the school for discussions relating to situations requiring possible disciplinary action.

Restitution

A student's parent(s) and /or guardian(s) may be required to pay for or replace damaged, stolen or vandalized property.

Prosecution

It may be necessary to turn students over to the legal authorities if a possible legal violation has occurred, especially violations concerning theft, alcohol, and illegal drugs.

Expulsion

A student may be permanently expelled only upon recommendation of the Superintendent and approval by the Board of Education. An expelled student, or one suspended for more than 10 days shall be informed of his right to appeal.

In-School Suspension (ISS)

The ISS program is a type of in-school suspension designed to be a positive alternative to regular suspension. It allows students to be supervised in a restricted environment, to keep up with assigned work, receive grades for assigned work, and be counted present in all classes. It does not, however, take the place of regular suspension. Parent(s) or guardian(s) will be notified of the ISS rules and regulations. REMINDER: Students assigned to ISS are not allowed to participate in after school extracurricular activities, athletics or band.

School Bus Suspension

In accordance with Board policy, students may be denied the privilege of riding a school bus, based on misconduct occurring while the student is being transported at public expense.

Suspension

In accordance with Board policy, students may be removed from their regular school program for a period not to exceed 10 school days. The student's parent or guardian will receive a copy of the written report.

Work Assignments

Work assignments may be used as an alternative disciplinary action at the principal's discretion. Work assignments will be supervised activities related to the upkeep and maintenance of school facilities. Work assignments will not be scheduled to interfere with any student's regular class schedule.

Suspension from Work

Students who participate in any of the vocational cooperative programs may be suspended from the privilege of working if they are in violation of school rules and regulations.

Alternative School (A-School)

The Alternative School shall be designed to provide an alternative educational environment for students. The primary focus shall be on Math, Science, Social Studies and English. However, students shall receive assignments in their other subjects in an attempt to keep the student current and provide for a smooth transition back to the regular educational program when the student completes his/her attendance requirements. Principals will have the authority to suspend a student to the Superintendent or his designee with a recommendation for placement in the Alternative Program. Pregnant students may petition to be assigned to the Alternative Program during the term of their pregnancy. Students assigned to alternative school may not ride a school bus to or from school.

Complaints and Grievances

Complaints and Grievances Concerning Sexual Harassment

Prohibited Conduct

Employees and students of the Fort Payne City School System shall not engage in conduct constituting sexual harassment. Sexual harassment is illegal and will not be tolerated. The Board shall investigate all allegations of sexual harassment and take appropriate action against employees and others under the Board's supervision who engage in sexual harassment. Sanctions against employees for violation of this policy may include verbal or written warning, transfer, demotion, or termination of employment. Sanctions against students may include punishment outlined in the Code of Student Conduct.

Definition

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature or any other offensive unequal treatment of an employee(s) or student(s) that would not occur but for the sex of the employee(s) or student(s) when:

1. The advances, requests, or conduct have the effect of interfering with performance of duties or creating an intimidating, hostile, or otherwise offensive work or educational environment; or
2. Submission to such advances, requests, or conduct is used as a basis for employment decisions or decisions associated with school participation.

Complaint Procedure

An employee or student who believes he or she has been or is being subjected to any form of sexual harassment shall report the matter to his or her immediate Supervisor, Principal, the Administrative Assistant or the Superintendent. An employee or student may request the right to make his or her report of sexual harassment to an administrator of the same sex as the employee or student.

No employee or student alleging sexual harassment shall be required to present the matter to the person who is the subject of the complaint.

The person receiving a complaint of sexual harassment shall start an immediate investigation into the matter. The completed investigation shall be reviewed by the Superintendent, his designee and legal counsel for prompt and appropriate action, if warranted.

Protection of Complainant

No employee or student shall be subject to adverse action in retaliation for any good faith report of sexual harassment under this policy. To the fullest extent practical, all reports of sexual harassment will be kept confidential.

Harassment Policy

Section 1. 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.

Section 2. 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:

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

(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, benefit, activity or opportunity for which the student is or would be eligible.

(e) The term "student" as used in the policy means a student who is enrolled in the Fort Payne City School System.

Section 3. 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 characteristic of the student that is identified in this policy.

(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 of such conduct:

- The student's race;
- The student's sex;
- The student's religion;
- The student's national origin; or
- The student's disability.

Section 4. 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.

Section 5. Reporting, Investigation, and Complaint Resolution Procedures

(a) Complaints alleging violation 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, at 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 the principal's designee will undertake an investigation of the complaint. The investigation will entail the gathering of relevant facts and evidence and will be conducted in a reasonably prompt time period taking into account the circumstances of the complaint. If the investigation establishes a violation, appropriate disciplinary sanctions will be imposed on the offending student(s). Other measures that are reasonable 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 provided by this policy are prohibited, and are themselves a violation of this policy. Any confirmed acts of reprisal or retaliation will be 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) The complaint form developed to report violations of this policy will include a provision for reporting a threat of suicide by a student. If a threat of suicide is reported, the principal or the principal's designee will inform the student's parent or guardian of the report.

Section 6. 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 Fort Payne City Board of Education's Web site.

Cell Phone and Electronic Device Policy

I. Cell Phones

1. The Fort Payne City School System's policy on cellular phones is designed to ensure that the use of cellular phones does not interfere with teaching and learning during the school day.
2. The use of cell phones for any purpose- including telephone calls, text messaging, taking pictures, games and other functions- is not permitted during regular school hours, on school grounds or during school bus routes to and from school.
3. Cell phones ***must*** be stored or kept in the student's vehicle, book bag or locker.
4. Cell phones must be turned off completely (not simply on silent or vibrate mode) during the school day.
5. Students participating in field trips, extracurricular activities, and athletic events must contact their coach or sponsor for his/her rules involving cell phone use after school hours or on after school bus trips. Coaches and sponsors will set their rules and establish consequences involving the use and/or misuse of these devices.

6. The use of camera phones is strictly forbidden on campus and especially in private areas, such as, locker rooms, washrooms, dressing areas, classrooms, bus routes and offices at any time. Camera phone violations may be treated as Level II or Level III offenses when necessary. Such use may also be in violation of the criminal code.
7. Any cell phone communication during the instructional day will take place on school telephones with permission from office personnel with the exception of emergency situations as deemed by the principal. Parents should continue to call the school for any emergency situation.
8. Possession of a cell phone by a student is a privilege which may be forfeited by any student not abiding by the terms of this policy. Students shall be personally and solely responsible for the security of their cell phones. The Fort Payne City School District shall not assume any responsibility for theft, loss, damage of a cell phone or unauthorized calls made on a cell phone.
9. Students in grades K-4 may not have cell phones at any time.

II. Other Electronic Devices

Other electronic devices such as, but not limited to, digital cameras, camcorders, PDA's, MP3 players and headphones, may be used as part of the instructional process, with prior administrative and teacher authorization. Otherwise, these devices must not be visible during the instructional day.

Students participating in field trips, extracurricular activities and athletic events must contact their coach or sponsor for his/her rules involving electronic device use after school hours or on field trips. Coaches and sponsors will set their rules and establish consequences involving the use and/or misuse of these devices.

Possession of electronic devices by a student is a privilege which may be forfeited by any student not abiding by the terms of this policy. Students shall be personally and solely responsible for the security of their electronic devices. The Fort Payne City School District shall not assume any responsibility for theft, loss, or damage of electronic devices.

III. Violations

Any violations of the above policy will result in the following:

Possession or use of a cell phone/electronic device during a period when cell phone/electronic device privileges are suspended will be punishable as follows:

- **First offense:** The first time a cell phone (or other electronic device) is taken up, the phone or electronic device will be held by the principal or designee. The following school day, the parent/guardian should call the school office between 7:30-3:30 and make arrangements with the principal or designee to pick up the phone. Parent/ Guardians are REQUIRED to pick up the phone in person.
- **Second offense:** The second time a cell phone (or other electronic device) is taken up, the phone will not be returned for one week (7days) and student will receive one day of in-school suspension. A parent/guardian may retrieve the device from the principal or designee after seven days.
- **Third offense:** The third time a cell phone (or other electronic device) is taken up the student will receive two days of in-school suspension, and the device will not be returned for thirty (30) days.
- **Subsequent offenses:** The next time a cell phone (or other electronic device) is taken up, the student will receive three days out-of-school suspension, and may be suspended to the Superintendent for additional disciplinary action.
- ***The school is not responsible or liable for any lost or stolen electronic devices.***

Students found to be using a cell phone or electronic device to break other school rules (i.e. cheating, disrupting class, text messaging, etc.) will be subject to punishment per the student code of conduct.

Alabama State Department of Education Policy Cell Phone/Digital Device in a Testing Setting

Cell Phone/Digital Device in a Testing Setting by Students

The possession of digital devices (including but not limited to cell phones, MP3 players, cameras, mobile entertainment, social connections, navigation devices, or other telecommunication devices) is strictly prohibited in the testing setting. Local education agency (LEA) school personnel will collect such devices before students can enter the testing room. If a device is in the possession of a student in the testing setting, testing for the student will cease, the device will be confiscated, the student will be dismissed from testing, and the student's test will be invalidated. Additional disciplinary action may be taken by the LEA.

Cell Phone/Digital Device in a Testing Setting by School Personnel

School personnel involved in administration of state testing may not use digital devices (including but not limited to telephones, cell phones, MP3 players, cameras, mobile entertainment, social connections, navigation devices, or other telecommunication devices) during test administration. Violations may result in disciplinary action/certification revocation. Additional disciplinary action may be taken by the LEA.

Student Records and Privacy

FERPA Policy

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days after the day the Fort Payne City School District receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may ask the Fort Payne City School District to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record, as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and

law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Fort Payne City School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.

See the list below of the disclosures that elementary and secondary schools may make without consent. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount

of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Directory Information

FERPA- Notice of Directory Information

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

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

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

If you do not want the Fort Payne City School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by the 1st day of September. The Fort Payne City School District has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- Student's name
- Video image (other than security video)
- Student work intended for display or dissemination and participation in officially recognized activities
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth

- Major Field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student video images contained on security video recordings shall be subject to disclosure as Directory information to law enforcement personnel and the parent(s) or guardian(s) of a student appearing on security video recordings.

Furthermore, the Board uses all available media to communicate. Directory Information may be in, but not limited to print, video and/ or web based media.

Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Another exception, in accordance with the Uninterrupted Scholars Act (Public Law 112-278), educational agencies and institutions are now allowed to disclose a student's education records, without parental consent, to a caseworker or other representative of a State or local child welfare agency or tribal organization authorized to access a student's case plan when such an agency or organization is legally responsible, in accordance with State or tribal law, for the case and protection of the student. In specified types of judicial proceedings in which the parent is involved, the Act also allows educational agencies and institutions to disclose a student's education records pursuant to a judicial order without requiring additional notice to the parent by the education agency or institution.

COPPA and Online Resources

FPCS Approved Online Resources (Only those requiring student accounts)

The Children's Online Privacy Protection Act or COPPA (effective 4/21/2000) requires websites to gain parent permission for users under the age of 13 and/or 18 before creating individual online accounts. Many educational sites used by Fort Payne City Schools require student accounts and, thus, parental permission. These sites go through an administrative approval process to ensure COPPA compliance and the educational value for students.

In most cases, these accounts are set up through the district with only the most basic Directory Information being entered such as name, homeroom, grade, network login or school-governed Google Apps for Education G-mail address (filtered by the school district). When a district-selected online resource is no longer used, the company is contacted to remove student data.

To view the list of these "FPCS Online Tools and Resources," go to the Parent Information tab on the District Website. (Parent permission will be obtained through signature of the COPPA and Online Resources Agreement found at the end of this handbook).

Student Nutrition and Wellness Plan

In response to the declining nutritional intake and increasing childhood obesity, Congress included a new requirement in the Child Nutrition and WIC Reauthorization Act of 2004 to address changes that would promote wellness for students. Every school participating in the National School Lunch Program is to implement a Wellness Plan by the beginning of the 2006-2007 school year to promote nutrition in schools, encourage increased consumption of foods and beverages that fit in with Dietary Guidelines for Americans, and promote increased physical activity. With the passage of this Act, the federal government recognizes that a coordinated effort by the entire community including child nutrition professionals, school board members, parents, students, school administrators, and teachers is warranted. These efforts involved adults serving as role models and community members being informed of the policies that improve the long-term health and well-being of students.

Poor eating habits and sedentary lifestyles are more prevalent in children today than in the past two decades. The percentage of overweight children aged 6 – 11 years has more than doubled in the past 20 years and among adolescents aged 12 – 19, the figure has more than tripled. Less than 40 percent of children and adolescents in America meet the Dietary Guidelines for saturated fat, and almost 80 percent of young people do not eat the recommended number of servings of fruits and vegetables. Factors contributing to this trend include larger portion sizes and the over-consumption of nutrient-poor foods, as well as children's decrease in level of activity due in part to increased use of technological entertainment, decline in participation in extracurricular activities, and a more sedentary lifestyle in general.

The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating combined with proper exercise are demonstrably linked to reduced risks for mortality and development of many chronic diseases as adults. Schools have a responsibility to help students establish and maintain lifelong, healthy patterns. Well-planned and well-implemented school nutrition and physical education programs have been shown to positively influence students' habits.

Encouraging physical activity and good nutrition are paramount. By implementing a comprehensive plan – one that includes consideration of and sensitivity to students, schools, families and the community environment – we can foster lifelong healthy choices.

Student Nutrition/Wellness Plan

Introduction

The Fort Payne City Schools' Board of Education is committed to providing a school environment that enhances learning and development of lifelong wellness practices. The Wellness Plan has four components: (1) Setting nutrition/nutrition education goals, (2) setting physical activity goals, (3) establishing nutrition standards for all foods available on school campus during the school day, and (4) setting goals for other school-based activities designed to promote student wellness. To satisfy the requirements of the Child Nutrition and WIC Reauthorization Act of 2004, the local wellness committee will monitor the school's implementation of the wellness plan and evaluate student health and activities. The committee shall offer revisions to the plan annually or more often, if necessary. The school principals and members of the Wellness Plan Committee are charged with the operational responsibility for ensuring that each school remains in compliance with the local wellness plan. The results will be reported to the superintendent of education.

To accomplish these goals:

- Child Nutrition Programs comply with federal, state and local requirements. Child Nutrition Programs are accessible to all children.
- Nutrition education is provided and promoted both at home and at school.
- Patterns of meaningful physical activity connect to students' lives outside of physical education.
- All school-based activities are consistent with local wellness plan goals.
- All foods and beverages made available on campus (including vending, concessions, a la carte, student stores, parties, and fundraising) during the school day are consistent with the current Dietary Guidelines for Americans.
- All foods made available on campus adhere to food safety and security guidelines.
- The school environment is safe, comfortable, pleasing, and allows ample time and space for eating meals. Food and physical activity are not used as a reward or a punishment.
- The Wellness Committee, comprised of members from the board of education, administrator(s), parent(s), student(s), child nutrition staff, and school health staff, will review its established plan of action in order to ensure compliance and make adjustments as necessary for the successful implementation of the plan
- The School Health Index, tailored to accurately assess the Fort Payne City Schools' Wellness Policy, shall be used to measure the implementation of the Wellness Plan at each school.

Purpose

The Fort Payne City School Board of Education believes:

- Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being.
- Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults.
- Children and youth who begin each day as healthy individuals can learn better and are more likely to complete their formal education.
- Healthy staff can more effectively perform their assigned duties and model appropriate wellness behaviors for students.
- Schools have a responsibility to help students and staff, establish and maintain lifelong, healthy habits related to healthy eating patterns and adequate physical activity.

All students will be taught the skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, staff is encouraged to model healthy eating and physical activity as a valuable part of daily life. Fort Payne City Schools shall prepare, adopt, and implement a comprehensive plan to encourage healthy eating, physical activity and developing health literacy. This plan shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff.

Local Wellness Policy Guidelines – Nutrition / Nutrition Education Goals

- Nutrition topics are included in the Alabama Courses of Study for science, health, and family/consumer sciences. These will be taught in the classroom, in an interactive manner teaching skills students need to adopt for healthy eating behaviors. Where possible teachers will integrate nutrition education into the curriculums at all grade levels. The subjects of math, science, social studies and language arts, and art all include concepts that can be taught while reinforcing good nutrition. Examples include graphing number of fruits and vegetables eating in a day, week, or month; using fractions with food recipes; journal recording of food advertisements; among many others.
- The staff responsible for nutrition education will be adequately prepared and participate regularly in professional development activities to effectively deliver an accurate nutrition education program as planned. Preparation and professional development activities will provide basic knowledge of nutrition, combined with skill practice in program-specific activities and instructional techniques and strategies designed to promote healthy eating habits.
- Nutrition education information will be reviewed by a qualified nutrition professional that is specialized in school-based nutrition.
- The school cafeteria serves as a “learning laboratory” to allow students to apply critical thinking skills taught in the classroom.
- Nutrition education will involve sharing information with families and the broader community to positively impact students and the health of the community.
- School district(s) will provide information to families that encourage them to teach their children about health and nutrition and to provide nutritious meals for their families.
- Students will be encouraged to start each day with a healthy breakfast.
- As required by the State Board of Education all school staff will attend a minimum of one teacher in-service focused on nutrition and physical education during their first full year of employment. The goal of this training will be to give teachers skills for interactive learning strategies for instruction; help teachers assess and improve their own eating practices; and reinforce their importance as role models to students.
- The National Association of State Boards of Education recommends that students should be provided adequate time to eat lunch, at least 10 minutes for breakfast and 20 minutes for lunch, from the time the student is seated.
- Lunch periods are scheduled as near the middle of the school day as possible.

- Cafeterias include enough serving areas so that students do not have to spend too much time waiting in line.
- Dining areas are attractive and have enough space for seating all students.
- Drinking water is available for students at meals.
- Food will not be used as a reward or a punishment for student behaviors.
- The child nutrition program will ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and productive.
- The school will strive to increase participation in the available federal Child Nutrition programs (e.g. school lunch, school breakfast, and after school snack programs).
- The District will employ a food service director, who is properly qualified, certified and/or credentialed according to current professional standards, to administer the school food service program and satisfy reporting requirements.
- It is preferred that all Child Nutrition Programs staff will have earned a high school diploma or G.E.D. certification.
- All food service personnel shall have adequate pre-service training in food service operations including training on Hazard Analysis Critical Control Points (HACCP).
- Guidelines for reimbursable school meals shall be according to and not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section (f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)(0), as those regulations apply to schools and those regulations established by the Alabama State Board of Education.
- All foods made available on campus comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food illness in schools.
- For the safety and security of the food and facility access to the food service operations are limited to Child Nutrition staff and authorized personnel. For further guidance see the US Department of Agriculture food security guidelines.

Local Wellness Policy Guidelines –Physical Activity Goals

- Physical activity will be integrated across curricula in all grade levels on a daily basis.
- Physical education courses will be the environment where students learn developmentally appropriate motor skill development, health-enhancing activities, and interactive behavior, and shall be assessed in these areas by a certified physical education teacher.
- Policies ensure that state-certified physical education instructors teach all physical education classes in accordance to the Code of Alabama, 1975 §16-40-1. This law requires every public and private school (except church schools) to offer physical education in accordance with the physical education program outlined by the Alabama Department of Education.
- Time allotted for physical education will be consistent with the Code of Alabama, research, and the National Sport and Physical Education (NASPE) standards. Every student in Grades K-6 must have a minimum of 30 minutes of physical education daily, not to include lunch or recess. Grades 7-12 a minimum of 50 minutes not including lunch or recess.
- Physical activity (in the classroom setting) may not be used as a punishment under any circumstances.
- Physical education must include the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
- Adequate, approved, playground equipment is available for all students to participate in physical education. Physical activity facilities on school grounds will be safe and evaluated annually for safety precautions.
- The school provides a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.
- Information will be provided to families to help them incorporate physical activity into their children's lives.

- Schools are encouraged to provide information to parents on after school programs in their community (i.e., gymnastics, dance, karate, football and cheerleading) pending approval of the school principal.
- Schools encourage families and community members to institute programs that support physical activity.
- Local wellness policy goals are considered in planning all school-based activities (such as school events, field trips, and assemblies).

Local Wellness Policy Guidelines –Other School Based Activities

- After-school programs will encourage physical activity and healthy habit formation.
- Local wellness policy goals are considered in planning all school-based activities (such as school events, field trips, and assemblies).
- Support for the health of all students is demonstrated by hosting health clinics, health screenings, and helping to enroll eligible children in Medicaid and other state children’s health insurance programs.
- Schools organize local wellness committees comprised of families, teachers, administrators, and students to plan, implement and improve nutrition and physical activity in the school environment.

Local Wellness Policy Guidelines – Nutrition Guidelines for All Foods on Campus

- Students’ lifelong eating habits are greatly influenced by the types of foods and beverages available to them. Schools must establish standards to address all foods and beverages sold or served to students, including those available outside of school meal programs. The standards should focus on increasing nutrient density, decreasing fat and added sugars, and moderating portion size. From the date this Wellness Policy is enacted, students will have access to foods that comply with the 2005 USDA Dietary Guidelines.
- The sale of competitive foods is not allowed during meal service for breakfast or lunch.

Vending, Vending Contracts, and School Stores

- The nutritional value of individual foods and beverages made available to students during the school day via these venues shall meet the standards listed below, which are consistent with the Alabama’s Action for Healthy Kids standards.

Snack foods will be in 1 to 2 ounce individual servings and they will contain:

- Low or moderate fat (10% or less Daily Value of total fat)
- Approximately 30 grams of carbohydrate or less**
- 5 percent or more of the Daily Value for a minimum of one of the following nutrients: vitamins A, C, niacin, thiamin, riboflavin, calcium, iron, or fiber
- No more than 360 mg of sodium
- *This criterion does not apply to fruits, nuts and seeds
- **This criterion does not apply to fresh, canned, dried, or frozen fruit

Beverages that are allowable vary depending on school level:

Elementary Schools

- Only bottled water, milk or 100% juice may be sold. The size restriction on these items is 8 ounces with the exception of water (any size).

Middle Schools

- Only bottled water, milk or 100% juice may be sold in vending machines. The size restriction on these items is 10 ounces with the exception of water (any size).

High Schools

- Bottled water, milk or 100% juice may be sold in vending machines.
- No/low calorie beverages of up to 25 calories, and sports drinks and teas with a limit of 99 calories may be sold in vending machines. The size restriction on these items is 12 ounces with

the exception of water (any size).

Vend Fronts:

- All vend fronts will picture water or fruit juice products.

Portion Sizes of Items in Vending Machines and School Stores:

- Chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, and pretzels –not to exceed 1.25 ounces
- Low-fat cookies/cereal bars - 1 ounce to 1.33 ounces
- Low-fat bakery items (examples: pastries and muffins) – not to exceed 2 ounces
- Frozen dairy desserts, low fat ice cream, and pudding - 4 ounces
- Yogurt (low-fat) - 8 ounces
- Low fat cheese sticks - 1 ounce
- Milk, flavored or unflavored – not to exceed 16 ounces
- Water in any size container
- Sports drinks- 12 ounces
- 100% fruit juices- 12 ounces or less
- Low-sugar fruit smoothies-12 ounces

Vending Contracts:

- These nutrient standards for foods and beverages sold in vending machines and school stores were implemented July 1, 2006.

A La Carte

- Foods sold a la carte in the cafeteria will be consistent with the USDA School Meal Initiative, which ensures items are healthful in that they provide nutrients (such as protein, calcium, iron, vitamins A and C and fiber), and that they have limited amounts of total fat, saturated fat, sodium and cholesterol.

Parties, Celebrations, Meetings

- Parents will receive a list of party options that can be purchased from the Child Nutrition Program. All items on this list will be in compliance with the healthy foods standards. This provision for handling party snacks will help in several ways. It will lower the overall cost of a party and be more convenient for the parent. It will also guarantee the quality, safety, and nutritional integrity of the food that the students are being served. (As of August 2006, food for parties will no longer be allowed to be sent from outside the school.)
- Parents will be provided information to help reinforce the importance nutrition in health.

Food Rewards

- Teachers and staff will not use food, as a reward, for student accomplishment in classrooms (excluding special education students with a food related benchmark in their IEP). Types of rewards that may be used include: stickers, stars, pencils, reading time, walking time, etc.
- Foods can never be withheld as a form of punishment.

Fund-Raising

- All fund-raising activities that involve the selling of food during school hours or as students gather on the school campus before school begins or as students wait on transportation or otherwise exit the school campus following school dismissal should reinforce food choices that promote good health.

- These items must follow the same nutritional standards as those described above in school stores and school vending machines.
- Alabama Action for Healthy Kids *Guide to Healthy School Fundraising* will be distributed to school fund-raising groups prior to the school-year. This Guide gives many ideas on non-food fund-raising events. Fund-raising activities that are conducted off school campus are not bound by this policy.

School Field Trips

- Meals will be purchased from the Child Nutrition Program when possible for field trips off school campus.
- When this is not possible, teachers and staff will attempt to find restaurants that offer healthy foods, and students will be encouraged to purchase healthy choices.

Student Health Services

School Nurse

A registered nurse (RN) or licensed practical nurse (LPN) is employed as a school nurse by the board of education to coordinate health services for students in grades kindergarten through twelve. Individual school health care plans are developed and maintained for all students with health needs. Also, school nurses perform health screenings including vision, hearing and scoliosis. Health screenings are done routinely as required by State regulations. These will also be provided for any student on an individual basis as requested by a parent or teacher. The school nurse serves as a liaison between the school and community to provide agency referrals, health education and medical information.

Medication

Prescribed and/or over-the-counter (OTC) medication is administered in the school setting only upon receipt of a completed School Medication Prescriber/Parent Authorization Form. This form is available in the office of the school nurse at each school. A student's medication will be administered only by that student's parent/guardian, the licensed nurse or the trained Medication Assistant delegated the responsibility to assist the licensed nurse with student medications. The parent or guardian must bring all medication to the school nurse. No student is to have in his/her possession any medication with the exception of asthma inhalers or asthma aerosol treatments and EpiPens as prescribed by a physician. With exception to autoinjector-style medications (Epi-Pens), injectable medications must be administered by the licensed nurse or the student's parent/guardian. Under no circumstances will schools stock over the counter medications (e.g. Tylenol, Visine, and Neosporin). Written instructions, along with the said medication and completed Medication Permission form, must be provided by parent/guardian in order for over the counter medications to be taken. The parent/ guardian must include in writing specific complaints or conditions that this non- prescription or over the counter medication should be provided to the student.

All prescribed medication must be delivered to the school in a current pharmacy labeled prescription container. A written note from the physician or pharmacist will be required if the dosage changes from the dosage directions printed on the prescription bottle. **All OTC medications must be delivered to the school in the original, unopened, sealed container and identified with the student's name written in permanent ink.**

All medication must be stored in the school office or nurse's office. Exception to this rule applies to medications prescribed to prevent or treat medical emergencies. The licensed prescriber and the student's parent/guardian both must authorize the student to carry his/her medication on his/her person, documenting this authorization where indicated on the School Medication Prescriber/Parent Authorization form. Authorization forms specific to students being able to carry bronchodilator type inhalers on their person and be responsible for self-medicating are available in the school nurse's office. Any student in possession of medication, who gives away, sells or attempts to give away or sell medication (prescribed or OTC) may be subject to suspension, probation or expulsion. Students' medication will not be stored in the school building after the close of the school year. The student's parent or guardian must pick up any

unused medication. Therefore, any student's medication not picked up by the close of the school year will be properly destroyed.

Immunization Policy

All students enrolling in the Fort Payne City School System must show proof of immunization in accordance with the guidelines set forth by the State of Alabama Department of Public Health. A State of Alabama Certificate of Immunization (blue slip) must be provided to the school upon registration. A minimum of four Diphtheria, Tetanus, and Pertussis Vaccines (DTP) are required. A minimum of three Polio Vaccines are required if the third dose is given after age four years. The Measles, Mumps and Rubella Vaccine are to be given on or after age one year and another in thirty days. The Varicella Vaccine is due at age one year or the date of disease is to be entered on the form.

Beginning with the 2010-2011 school year, a booster dose of tetanus-diphtheria toxoid and acellular pertussis vaccine (Tdap) will be required for Alabama students ages 11 or 12 years entering the 6th grade. This requirement will escalate by one successive grade each year for the following 6 years to include sixth through twelfth grades, beginning fall of 2016.

Head Lice Policy

The Fort Payne City School System has a nit-free head lice policy. Once a student is known to have head lice, the parent will be notified and the student sent home. The student cannot attend school until after he/she has been treated with a lice killing product and all nits are removed from the hair. The student who is given proper treatment and is louse/nit free is permitted to return to school the next day. No more than a three day absence will be considered excused. The student must be brought to the school office before he/she may return to class. A student cannot ride a school bus or attend class until he/she has been cleared to return to school by school personnel.

Meningitis Information

What is meningococcal disease?

Meningococcal disease is a serious illness, caused by bacteria. It is the leading cause of bacterial meningitis in children 2-18 years old in the United States.

How do you catch the disease?

The bacteria that causes meningococcal diseases is very common. The disease is most common in children and people with certain medical conditions that affect their immune system. College freshman living in dormitories also have increased risk of getting the disease. The disease is spread through exchange of respiratory droplets or saliva with an infected person including kissing, coughing, sneezing, and sharing drinking glasses and eating utensils. In a few people, the bacteria overcome the body's immune system and pass through the lining of the nose and throat into the blood stream where they cause meningitis. Meningitis is a term that describes inflammation of the tissues surrounding the brain and spinal cord.

What are the symptoms of the disease?

- Fever
- Headache
- Stiff Neck
- Red Rash
- Drowsiness
- Nausea and Vomiting

Meningococcal vaccine: Who should get the vaccine and when?

MCV4, or the meningococcal vaccine, is recommended for all children 11-12 years of age and for

unvaccinated adolescents at high school entry (15 years of age). High school seniors should also consider obtaining the vaccine prior to entering college, especially if they are planning on living in a dormitory. Please consult your physician or local health department for more information.

Selected Notices and Policies

The Title I program for schools in the Fort Payne City School System is an integral part of the total academic program. The goal of the Title I program is to improve the academic achievement of students and help all students meet the high academic standards placed on them by state and federal requirements. A copy of the Title I plan can be obtained at the school. Parents are encouraged to provide input in the planning of the Title I program.

Parental Involvement Plan

The Fort Payne City School District will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The Fort Payne City School District will incorporate this LEA parental involvement plan into its LEA plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects that Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- The carrying out of other activities, such as those described in section 1118 of the ESEA.

The Fort Payne City School District will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of the ESEA:

- At least two members of the Consolidated Federal Programs Committee will be parents with children in the Title I Program. These parents will serve as a point-of-contact for other parents, and will work with the local school to ensure that parents receive information in a timely manner. They will have input into the development of this Plan.
- The school will conduct a survey at least once annually and the results will be used to help develop and revise this plan.

The Fort Payne City School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Encourage the school to form a PTO, PTA or other parent groups that can be used to respond to issues of interest to parents.
- Require schools to provide parents with current information regarding school policies, and practices.
- Require schools to provide parents with current information regarding students and school performance, data. Solicit parent input and feedback.
- Schools will train staff and parents to be collaborative partners sharing in decision-making in such areas as plan, curriculum, budget, school reform, school improvement and safety.

The Fort Payne City School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- The Director of Federal Programs or his designee will work with Principals to provide oversight, coordination of services and technical assistance in the areas covered under this section.
- When applicable the District will conduct workshops and/or provide in-service and other support at the request of Title I funded schools.
- The District will bring in State Department resources on an as-needed basis.
- The District's advisory team will be utilized as a resource to help review, monitor and discuss parent involvement issues.

The Fort Payne City School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Title I, Technology, Special Education, ELL, Home Instruction Programs for Preschool Youngsters and the Extended Day Program, by:

- Using a Consolidated Federal Programs Committee
- Employ a translator
- Promote the EDP program
- Promote the HIPPY

The Fort Payne City School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- A survey or questionnaire will be administered to parents as a part of the evaluation process. The

- Principal of each Title I school will be responsible for data collection and the tabulation of results. The
- survey will be conducted and results published for review.

The Fort Payne City School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:
 - Schools will conduct workshop(s) and/or parent meetings on content standards, achievement and assessment as needed. Schools will be required to address these topics at one or more of the following events: PTO, Open House or Parent Conferences.

The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Publishing a web site
- Budgeting funds at the school level for purchasing materials
- Encourage PTO to offer workshops.

The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Providing collaborative partners training to teachers and staff with a focus on shared decision-making in areas such as Plan, curriculum, budget, school reform, school improvement and safety.

The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Employing a school nurse;
- Distributing parenting information at parent meetings; and
- Hosting awareness activities at school.

The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The school have available an employee to translator or assist in verbally communicating with parents as necessary.

- To the extent practicable, the School will send home notices and newsletters in both English and Spanish.
- To the extent practicable, the School will conduct all meetings in both English and Spanish.
- The District will use the State Department's online program as needed to ensure that parents receive documents in the appropriate format.

This Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Advisory Committee signature page on file. This plan will be in effect for the period of three years (FY2016-FY2018). The school district will make available this plan to all parents of participating Title I, Part A children.

Home-School Compacts

All students in a Title I School-wide Program or in a Title I Targeted Assistance Program are required to complete a Home-School Compact each year. The compact will be developed and revised by the school's Title I Advisory Committee, which consists of administrators, teachers, and parents.

The compact consists of an agreement for the parents/guardians, the student, the teacher, and the school principal. Parents are encouraged to read the parent section carefully, and sign the compact. Students should read the student section and discuss its contents with their parents/guardians, then sign the compact. When completed, the compact should be returned to the child's teacher.

Parent's Right-to-Know

At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request, and in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

1. Whether the teacher has met state qualifications and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications. Parents shall submit such requests in writing to the local school. Once this request is made, the school will send the information to the parent(s) in a timely manner, usually less than two weeks.

Parent's Right-to-Know Notification

The following steps will be conducted to comply with the "Parent's Right-to-Know" notification:

1. At the beginning of each school year the "Parent's Right-to-Know" information will be distributed to parents through the parent/student handbook that every child receives. An acknowledgement form is signed by the parent and the student indicating they have received and read or had read to them, the handbook and the form is returned to the school to be kept in the Student's record folder during the school year.
2. Parents at each school are invited to attend a Title I parent meeting at the beginning of each school year. At that meeting parents are informed of their "Parent's Right-to-Know" and how a parent can request the qualifications of their child's teacher and how they will be informed by the school if their child is taught for more than 20 consecutive days by a teacher who is not high qualified.
3. Before the start of each school each year the Federal Program Coordinator will advise principals that in the event a parent requests information concerning a teacher's professional qualifications the following actions would be taken:
 - a. first the parent would be notified in writing by the principal that a request must be made by the parent to the principal in writing concerning the teacher's qualifications.

- b. Next, upon receipt of the written request from the parent, the principal will fill out and submit to the parent the Parent's Right-to-Know form developed by the LEA.
 - c. This form will be given to the parent within 10 working days from the date the written request was received by the principal.
4. The principal at each school will keep a copy of any request and the subsequent documentation sent to a parent in a file in their office. At the end of the school year this file will be sent to the Federal Program Coordinator to be kept on file in his office. If no requests are made to a principal during the school year, a written statement to that effect will be sent to the Federal Programs Coordinator at the conclusion of the school year.

Project Lead the Way (PLTW)

Project Lead The Way, Inc., is the leading provider of rigorous and innovative STEM education curricular programs used in schools. PLTW's comprehensive curriculum has been collaboratively designed by PLTW teachers, university educators, engineering and biomedical professionals, and school administrators to promote critical thinking, creativity, innovation and real-world problem solving skills in students. The hands-on, project-based program engages students on multiple levels, exposes them to areas of study that they typically do not pursue, and provides them with a foundation and proven path to college and career success. For more information, visit www.pltw.org.

Student Support Services

Rtl

Response to Intervention (Rtl) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With Rtl, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. A three-tier model of intervention within the general education curriculum is applied which includes academic as well as behavioral interventions.

- **Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions:** All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support.
- **Tier 2: Targeted Interventions:** Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress
- **Tier 3: Intensive Interventions and Comprehensive Evaluation:** At this level, students receive individualized, intensive interventions that target the students' skill deficits

Problem Solving Team PST

The Problem-Solving Team (PST) is a team of school professionals who meet on a regular basis to address teacher's concerns about struggling students and to help design intervention plans. The purpose of the team is to be an effective problem-solving group that: assesses teachers' concern about student academic and/or behavioral difficulties, identifies student strengths, interests and talents, review baseline data that has been collected, sets projected outcomes and methods for measuring progress, designs specific intervention plans, reviews and monitors intervention plans, and develops a plan to communicate plan/results with students' parents.

Steps in the Problem-Solving Process: 1. What is the problem? 2. Why is the problem happening? 3. How are we going to solve the problem? 4. Did the intervention work?

The PST is not to be used as a referral system to special education. If a student does not make adequate progress in tier I, more targeted instruction is provided and monitored for 8-10 weeks. For students who do not adequately respond to the targeted tier II intervention, they receive tier III intensive intervention targeted to their deficits for 8-10 weeks. A referral can be made for special education when

interventions from tier II and III have been deemed unsuccessful; all data used to make determinations must be submitted with the referral.

If you have any questions regarding Rtl or the PST, please contact the counselor at your child's school or the School Psychometrist at Fort Payne City Board of Education for further information and parent training.

Students with Disabilities Child Find Activities

The Special Education Department promotes opportunities for gifted and disabled students to participate in educational activities designed to help each student achieve maximum potential. A full range of services, meeting the needs of all identified and disabled students (Pre-K - 12), is offered in schools throughout the Fort Payne City School System. People who use telecommunication devices for the deaf may also access Child Find by calling the TTY Alabama Relay Service. Child Find is a service of the Alabama Department of Education through collaborative efforts of its Division of Special Education Services, local education agencies and other education agencies. Through ongoing Child Find outreach efforts, the Department of Special Education is working to make physicians, social workers, parents, service providers and the general public aware of the need to identify all individuals who have disabilities and refer them to Child Find. Disabilities recognized by the State of Alabama include Autism, Deaf-Blindness, Developmental Delay, Emotional Disability, Hearing Impairment, Intellectually Delayed, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disabilities, Speech and Language Impairment, Traumatic Brain Injury and Visual Impairment.

Child Find

1-800-392-8020 (Ages 3-21)
1-800-543-3098 (Birth -2)
1-800-548-2546 (TTY)
256-845-0915 Fort Payne City Schools

Disability Definitions and Criteria

Autism- Autism is a developmental disability that significantly affects verbal and nonverbal communication and social interaction evident before age three that adversely affects educational performance.

Developmental Delay (ages 3-9)- A child becomes eligible for this area of disability on his/her third birthday if there is a significant delay in one or more of the following areas: 1. Adaptive development, 2. Cognitive development, 3. Communication development, 4. Social or emotional development, and/or 5. Physical development; and if the child needs special education services.

Deaf-Blindness is a concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with hearing or visual impairments.

Emotional Disability means a disability characterized by behavioral or emotional responses so different from appropriate age, cultural, environmental, or ethnic norms that the educational performance is adversely affected. Characteristics must be exhibited over a long period of time and to a marked degree that adversely affects educational performance.

Hearing Impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. This term includes both deaf and hard-of hearing children.

Intellectual Disability means significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects the child's educational performance.

Multiple Disabilities means concomitant impairments, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

Orthopedic Impairment is characterized by impairments caused by congenital abnormality (e.g., spina bifida), disease (e.g., Poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., fractures or burns that cause contractures, amputation, cerebral palsy). Having a medical diagnosis alone is not enough to justify being identified in the area of orthopedic impairment. The impairment must adversely affect educational performance.

Other Health Impairment is characterized by limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, attention deficit disorder, attention deficit hyperactivity disorder, or diabetes. Having medical diagnosis alone is not enough to justify being identified in the area of other health impairment. The impairment must adversely affect educational performance.

Specific Learning Disabilities is characterized by a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. Children with specific learning disabilities will demonstrate a severe discrepancy between intellectual ability and achievement in one or more of the following areas: basic reading skills, reading comprehension, mathematical calculation, mathematical reasoning, oral expression, listening comprehension, or written expression. No single criterion or specific number of characteristics can be used in identifying children with specific learning disabilities. Rather, the age-appropriateness of observed behaviors and the frequency, intensity, and duration of a child's learning problems are critical in distinguishing specific learning disabilities from learning problems resulting from such factors as low motivation, underachievement, or inadequate instruction.

Speech and Language Impairment is characterized by a communication disorder in the area of articulation, voice, fluency, or language that adversely affects a child's educational performance.

Traumatic Brain Injury is characterized by an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairments or both, that adversely affects educational performance.

Visual Impairment Characterized by a visual impairment that, even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.

Special Education Referral Process

Who can make a special education referral?

- Any person who has knowledge of or interest in the student may refer him or her.

What information must be on the referral form?

- Date of referral
- Student's name and demographic data
- Information about the student's problem
- Documentation of pre-referral interventions and their effectiveness
- Completion of environmental, economic, cultural concerns checklist
- IEP Team member's signatures

How long does it take to complete the referral to placement process?

A referral begins with the date that the parent signs the Consent for Evaluation. The process from referral to IEP development must be completed in 120 calendar days regardless of any scheduled interruptions in the scholastic year or the scheduled summer vacation.

- Evaluations must be completed no later than sixty (60) calendar days from the Consent of Evaluation.
- Eligibility must be determined no later than thirty (30) calendar days from the date of the completion of all evaluations.
- An IEP must be held and placement made within thirty (30) calendar days after the student is determined eligible.

IEP Team

What is an IEP Team?

- The IEP team is a team of people who meet to make decisions about evaluation, eligibility, and programming for students. The IEP Team makes eligibility decision in the Fort Payne City School District.

What is involved in the IEP Team?

- At least one regular education teacher of the student (if the student is or may be participating in the regular education environment);
- At least one special education teacher or special education provider or the student;
- The parent, guardian, or surrogate parent of the student;
- A Local Education Agency (LEA) representative who is qualified to provide or supervise specially designed instruction is knowledgeable about general education curriculum and knowledgeable of available resources;
- Someone who can interpret evaluation results;
- Other person knowledgeable about the student, including related services personnel; and
- Whenever appropriate, the student.

What are the functions of the IEP Team?

Initial referral/evaluation/reevaluation

- Reviews the initial referral;
- Reviews existing data and determines the need for evaluation;
- If the student is to be evaluated, determines what areas and what evaluations will be conducted;
- Obtains parental written informed consent for evaluations to be conducted;
- If the student is not to be evaluated, provides written notice to the parent of the intent not to evaluate;
- Review the existing data and determines what, if any, additional date is needed for reevaluations

Eligibility Determination

- Reviews data and determines whether the student is a student with a disability and determines the educational needs of the student;
- Provides a copy of the evaluation report and the documentation of determination of eligibility to parent.

IEP Development/Decisions

- Develops a narrative statement of the student's present levels of educational performance, including how the student's disability affects the student's involvement in the general curriculum,
- Develops measurable annual goals and benchmarks related to meeting needs to enable the student to be involved in and progress in the general curriculum; determine need for extended school year services, when discipline issues are addressed in the IEP conduct a manifestation determination as required in the Alabama Administrative Code, and discuss suspension and expulsion issues as required in the Alabama Administrative Code.

Confidentiality Under IDEA

The Fort Payne City School System ensures that the educational records of all children referred for

evaluation and/or identified as disabled will be stored, retrieved, and utilized in a manner that will insure confidentiality and privacy rights.

1. Education agencies must appoint one person to assume the overall responsibility for ensuring that personally identifiable information will be safeguarded and confidential.
2. The educational records of all children referred for evaluation and/or identified as disabled will be maintained in a limited access location that will ensure confidentiality
3. Parents may inspect and review all educational records relating to identification, evaluation, and educational placement for their child.
4. Parents must be given the opportunity to review their child's records without necessary delay (within forty-five days) and before any meeting regarding an IEP or before a due process hearing is conducted.
5. Parents must be provided copies of their child's records, when failure to do so would effectively prevent the parents from exercising their right to access.
6. Parents must be given explanations and interpretations regarding their child's records
7. Parents may have a representative review their child's records under the same access rights afforded to them.
8. The educational agency may presume that the parents have the authority to review the records unless the agency has been advised that authority has been removed unless laws governing guardianship, separation, and divorce.
9. When a record contains information on more than one child, the parents may review only the data regarding their child.
10. The parents must be provided with a list of the types and locations of educational records collected, maintained, or used by the agency pertaining to their child.
11. The educational agency may charge the parents a reasonable fee for copies of educational records, but not an amount that would prevent them from exercising their rights to access the record.
12. The educational agency must maintain for inspection a current listing of the names and postings of those employees within the agency who have access to personally identifiable information.
13. Parental consent must be obtained before personally identifiable information is disclosed to anyone other than the officials of federal, state, or local educational agencies collecting or using information in conjunction with the child's special education program.
14. Parental consent is not required as a condition of disclosure of records to:
 - o Educational employees who have a legitimate interest.
 - o Educational employees of other schools, school systems, or other state agencies to which the child has enrolled.
 - o Authorized state or federal officials in conjunction with monitoring
 - o Authorities in response to a judicial order or pursuant to a legal subpoena.
 - o Appropriate parties in connection with an emergency.
 - o Law enforcement and judicial authorities when the child has committed a crime.
15. Upon request from the parent, an educational agency must transfer a copy of all special education records no later than thirty calendar days from receipt of request.
16. Parental consent is not required as a condition for a transfer of special education records from one educational agency to another, however, the parents must be given prior notice of the transfer, receive a copy of the records (if requested), and have an opportunity for a hearing to challenge the content of the records.
17. Except when the transfer of records has been initiated by the parents, the educational agency must make a reasonable attempt to notify the parents prior to the transfer, i.e. written notice to the last known address or by other notice procedures normally utilized by the education agency.
18. A parent who believes that the special education records are inaccurate or misleading or violate the privacy or other rights of the child may request that the educational agency amend the records. (Within 15 days of receipt of request).
19. If the educational agency decides to amend the records in accordance with the request, the parent must be notified in writing of the decision.
20. If the educational agency decides not to amend the records, written notices must be provided to the parent. The notice must advise the parent of their right to a local hearing before the educational agency within fifteen calendar days from receipt of request.
21. If, as a result of the hearing, the educational agency decides that the information is inaccurate,

misleading, or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and inform the parent in writing.

22. If, as a result of the hearing, the educational agency decides that the information should not be amended, the educational agency must inform the parent of the right to place in the records a statement commenting on the information or setting forth reasons for disagreeing with the decision.

23. If the records on the contested portion are disclosed by the education agency to any party, then the explanation must also be disclosed.

24. The hearing must be conducted according to the procedures in the Family Educational Rights Privacy Act. (34 CFR 99.22)

25. The educational agency must retain a copy of the education records containing personally identifiable information for a period of 5 years after the termination of the special education program for which they were used.

26. A permanent education record that contains the child's name, address, telephone number, his/her grades, record of attendance, for special education services, classes attended, grade level completed, and year completed may be maintained without a time limitation. At the end of the five-year retention period, the education agency must provide written notice to parents that inform them that the special education records are no longer needed. The educational agency is not prohibited from retaining special education records indefinitely as long as confidentiality is ensured. Confidentiality of the information to be destroyed must be maintained.

Restraint & Seclusion Notification and Procedures

Procedures for Implementing Alabama Rule Seclusion and Restraint of all Students

The Fort Payne City Board of Education utilizes physical restraint in a manner that complies with the Alabama State Board of Education rule 290-3-1-02(1)(f). Physical restraint, as defined by the state rule, may be used in situations in which a student is an immediate danger to himself or to others. Designated faculty and staff are provided with training in the appropriate use of physical restraint. In each instance that physical restraint is used, the student's parents will be provided with written notification of the incident.

1. Definitions from Alabama Administrative Code:

Chemical Restraint refers to any medication that is used to control violent physical behavior or restrict the student's freedom of movement that is not a prescribed treatment for the student.

Physical Restraint is direct physical contact from an adult that prevents or significantly restricts a student's movement. The term physical restraint does not include mechanical restraint or chemical restraint. School employees may provide limited physical contact and/or redirection to promote student safety or prevent self-injurious behavior, provide physical guidance or prompting when teaching a skill, redirect attention, provide guidance to a location, provide comfort, or provide limited physical contact as reasonably needed to prevent imminent destruction to school or another person's property. Physical Restraint that restricts the flow of air to the student's lungs, including any method (face-down, face-up, or on your side) of physical restraint in which physical pressure is applied to the student's body that restricts the flow of air into the student's lungs, is prohibited in Alabama public schools and educational programs.

Mechanical Restraint, the use of any device or material attached to or adjacent to a student's body that is intended to restrict the normal freedom of movement and which cannot be easily removed by the student, is prohibited. School employees may use adaptive or protective devices when recommended by a physician or therapist to promote normative body positioning, physical functioning, and/or to prevent self-injurious behavior. Seat belts and other safety equipment can be used to secure students during transportation.

Seclusion, a procedure that isolates and confines the student in a separate, locked area until he or she is no longer an immediate danger to himself/herself or others, is prohibited. The seclusion occurs in a specifically constructed or designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student, time-out as defined below, in-school suspension, detention, or a student-requested break in a different location in the room or in a separate room.

Time-Out refers to a behavioral intervention in which the student is temporarily removed from the learning activity. Time-out is appropriately used when: (1) The non-locking setting used for time-out is appropriately lighted, ventilated, and heated or cooled; (2) The duration of the time-out is reasonable in light of the purpose of the time-out and the age of the student, but should not exceed 45 minutes per time-out; (3) The student is reasonably monitored and in line of sight by an attending adult; and (4) The time-out space is free of objects that unreasonably expose the student or others to harm.

2. Requirements of Seclusion and Restraint Rule:

The use of physical restraint is prohibited in Alabama public schools and educational programs except in those situations in which the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques. Notwithstanding the foregoing, physical restraint is prohibited in Alabama public schools and educational programs when used as a form of discipline or punishment or as a means to obtain compliance. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress.

Section 504 Child Find Notice

The Fort Payne City School System has a duty to locate, evaluate and identify any child residing in the District who qualifies for Section 504 accommodations or services.

Children eligible for Section 504 accommodations or services include those children who have a physical or mental impairment that substantially limits a major life activity.

If you suspect your child has a disability and may require Section 504 accommodations, or if you would like additional information, please contact your child's counselor or Dr. Laran Crowe, District 504 Coordinator, Fort Payne City Schools, 231 38th Street NE, Fort Payne, AL 35967, telephone 256-845-9288.

Section 504

Section 504 is part of the Rehabilitation Act of 1973, which prohibits discrimination based upon disability in any program, receiving federal financial assistance. Any discrimination would subject the entire institution to the possible loss of federal funding.

Any public school that receives federal funds is subject to the requirement of Section 504. Students who have a disability that meets the general definition of a disability but that does not fall into one of the IDEA categories above might be eligible for services under Section 504.

Unlike IDEA, Section 504 does not describe a precise procedural scheme for implementation. Instead, school districts set their own policies, but most use a process very similar to that used for special education students.

Transportation of Students with Disabilities

Special transportation **MUST** be provided for any student with disabilities whose Individualized Education Program Plan requires it.

Transportation for students with disabilities may include travel to and from school, travel between schools, travel in and around school buildings, modified vehicles or additional personnel assigned to ensure the safe transportation of the students. All special transportation vehicles must meet the rules and regulations of the State Department of Education, with drivers of such vehicles meeting training requirements of the State Department of Education of other applicable State laws.

Gifted Education Services

Gifted students 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 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. Gifted students may be found within any race, ethnicity, gender, economic class, or nationality. In addition, some students with disabilities may be gifted.

A student may be referred for these services by teachers, counselors, administrators, parents, guardians, peers, self, or any other individuals with knowledge of the student's abilities. 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 following areas:

1. **APTITUDE**- Assessed through an individual or group test of intelligence or creativity.
2. **CHARACTERISTICS**- A behavior rating scale designed to assess gifted behaviors is completed by the classroom teacher.
3. **PERFORMANCE**- At least three indicators of performance at a gifted level such as achievement test scores, grades, products, work samples, and/ or portfolios.

The scores from assessments or items used are entered on a matrix where points are assigned according to established criteria. The matrix scores determine if the student qualifies for gifted services or for further evaluations. For more information contact the Gifted Specialist at your child's school, or Coordinator of Gifted Services at 845-0915.

Title III EL Services

It is the intent of the Fort Payne City Board of Education that every student in the city who has a primary home language other than English and who is identified as a Language Learner (EL) be provided with the opportunity to participate in an English as a second language (EL) program. English Learners (ELs) must be identified at the point of enrollment. All enrolling students are given the "Home Language Survey" which identifies students that have another language other than English as their major language. The student's language proficiency is assessed using the W-APT (WIDA-ACCESS on-line placement test). The EL committee meets to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. The goal of EL instruction shall not be to replace or to negate the students' primary home language. Rather, the EL program strives to enable the EL student to become competent in listening, speaking, reading and writing in the English language. This instruction shall emphasize the acquisition and mastery of English to enable EL students to participate fully in the benefits of public education.

ACCESS 2.0 (Assessing Comprehension and Communication in English State-to-State) for ELs is administered annually to all English language learners in Alabama. It is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). The ACCESS 2.0 assessment will assess the language students need to process or produce in various school contexts. Each assessment item and task will target at least one of the five WIDA ELD Standards:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

EL student's composite score on the ACCESS 2.0 must be a 5.0 or higher to exit the program. For additional information, you can access the system EL plan on the school system's website.

State Testing and Digital Devices

Use of Digital Device During the Administration of State Test

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

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

Parent Request of Teacher Qualifications

FORT PAYNE CITY BOARD OF EDUCATION
Office of the Superintendent
205 45th Street NE
Post Office Box 681029
Fort Payne, Alabama 35968-1611

Telephone: 256-845-0915

Facsimile: 256-845-4962

Parental Notification Letter FOR PARENTS TO REQUEST THE QUALIFICATIONS OF THEIR CHILD'S TEACHER

School Year: 2017-2018

Dear Parents:

We are pleased to notify you that in accordance with the Every Student Succeeds Act of 2015, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please complete the top portion of the enclosed form, and return the form to your child's school. Should you have any questions, feel free to contact Mrs. Paula Muskett at 256-845-0915, and I will be happy to assist you.

Sincerely,

Paula Muskett

"Providing child-centered learning so every student may pursue any dream"

Other Information

Extended Day Care

Parents of elementary school students may choose to pay for Extended Day Care from 5:30 a.m. until 5:30 p.m., if enrolled in grades K-8. Contact your school for more information or 256-845-0915.

Worthless Checks

The face value of a check returned for insufficient funds (NSF) or any other reason may not be absorbed as a cost by state, federal, or public funds since an uncollected check is considered a bad debt. It is the policy of the Fort Payne City Board of Education that the principal or other school administrator must exercise due diligence in the acceptance of checks and in the collection of bad checks.

The Fort Payne City Board of Education uses the board approved check processing company to collect bad checks. NSF fees cannot be waived by the schools.

Uncollected checks may not be written off. Non-public funds must be used to cover any uncollectable check in state, federal, or public fund accounts.

Cafeteria

Students may purchase hot meals for both breakfast and lunch. All students eat in the cafeteria with their classes. Outside food may not be brought into the cafeteria. Carbonated beverages may not be brought into the cafeteria.

System-Wide School Visitor Policy

For the protection of the students and the school employees, all schools have a closed campus policy. Parents and all persons visiting a school for any purpose are required to go to the principal's office immediately upon entering the building to report their presence and business.

Textbooks

All basic texts are loaned to students for their use during the school year. Textbooks are to be kept clean and handled properly. Parents will be required to pay for lost or damaged books.

Asbestos Hazard Emergency Response Act (AHERA)

In compliance with this law, our schools have been inspected and an accredited engineering firm has developed special "management Plan" reports. Each Management Plan describes the results of its corresponding school inspection along with recommended response actions in the event of asbestos containing building materials (ACBM's) identification.

A copy of the management Plan for each school is available for review in the principal's office during normal school hours. If you have any questions regarding this matter, feel free to contact Mr. Kevin Sayre, AHERA Coordinator, at 256-845-9288.

Social Media

Any social media account or page that uses the official name of the Fort Payne City Board of Education; its logo or mark or that purports to officially represent the Board, the school system, a Board facility, local school, school-sponsored activity or any other group or organization officially affiliated with the school system must be created and administered by a Board employee who has been authorized by the Superintendent to take such action. Social media are defined to include: Web sites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the public or consumers (e.g., MySpace, Facebook, Twitter, LinkedIn, Flickr, YouTube, blog sites, etc.). The Superintendent is authorized to develop such procedures as may be necessary to implement this policy.

Fort Payne City Schools Student Acceptable Use Policy for Internet/Network Services

When a school district establishes Internet/network services, the District's specific purpose is to enhance the learning process and improve administrative services. All District students must conduct their use of Internet/network resources in a manner consistent with the Fort Payne City School System's policies. School and district administrators will make the final determination as to what constitutes unacceptable use, and their decision is final.

The Fort Payne City School System makes no warranties of any kind, whether expressed or implied, for the services it is providing. Fort Payne City Schools will not be responsible for the accuracy or quality of information obtained through online resources. The Fort Payne City School System will not be responsible for any damages a user may suffer, including loss of data.

Acceptable use falls into several categories:

Access and Uses:

- Students must sign an Acceptable Use Policy for Internet/Network Services annually in order to use the school district's network resources. (Students must also have a parent/guardian signature)
- System users may choose not to participate in Internet/Email resources available on Fort Payne City Schools' network.
- A student's parent/guardian may choose not to have their child participate in Internet/Email resources by choosing No on the signature page.
- System users will use the Internet/network mainly for school-related uses, but some limited personal use is permitted as long as this use does not interfere with the system user's responsibilities nor imposes costs on the district.
- System users will not access files and/or documents of other users without permission.
- System users will not use the Internet for financial gain or for political or commercial activity.
- System users will not access inappropriate content for any purposes.

Copyright Laws:

- System users will not download and/or install software or digital media without obtaining proper licensing.
- System users will strictly adhere to copyright laws, including Fair Use Guidelines (<http://www.copyright.gov/fls/fl102.html>).
- It is the system user's responsibility to obtain any necessary written permission granting the authority to publish any copyrighted materials, including but not limited to photographs, images, cartoons, logos, digital sound, and music files.
- System users will not plagiarize information received in any form.

Student Files:

- System users should be aware that all files on Fort Payne City Schools' equipment, which includes but is not limited to: servers, computers, and even personal files, are the property of the Fort Payne City School System.
- System users should have no expectation of privacy in anything created, stored, sent, or received on Fort Payne City Schools' equipment.
- System users' files can be monitored without prior notification if the administration of The Fort Payne City School System deems this necessary.

Usage:

- System users will not send or forward emails containing libelous, defamatory, offensive, racist, or obscene remarks, cartoons, pictures, etc.
- System users will not send unsolicited or chain mail.
- System users will not send messages under a false identity.

- System users will not access email of other users.
- System users must take the same care in drafting email as they would for any other communication.
- System users should be aware that although the email system is meant for business use, the Fort Payne City School System allows personal usage if it is reasonable and does not interfere with work.
- Personal usage email should be restricted to planning and non-instructional time unless there is an emergency.
- System users should be aware that all messages distributed via the Fort Payne City School System's email system, even personal emails, are the property of the Fort Payne City School System.
- System users should have no expectation of privacy in anything created, stored, sent, or received on the Fort Payne City School System's email system.
- System users' email can be monitored without prior notification if the administration of the Fort Payne City School System deems this necessary.

Internet Filtering:

- Fort Payne City Schools will filter the Internet using software and/or hardware products in order to protect against access to inappropriate material on the Internet as required by CIPA.
- Fort Payne City Schools will monitor attempts to bypass the filter system to access inappropriate material.
- If a filtered site is needed for educational purposes the site can be unfiltered if deemed appropriate by the administrative staff.

Illegal Activities:

- System users will not use the system for illegal purposes or any other activity prohibited by the District policy.
- System users will not download and/or install illegal or illegally obtained software or personally owned software. This is not limited to freeware, shareware, hackware, etc., on Fort Payne City Schools' equipment.

Respect for System Limitations:

- System users will not download programs that will degrade the performance of the Internet and/or network without obtaining prior permission from the Fort Payne City Schools' Network system administrator and/or his designee. (Programs like Weather Bug, Kazaa, and etc.)

Safety of Self and Others:

- System users will report to their supervisor/administrator any message received that is inappropriate or makes them feel uncomfortable.
- System users will not reveal personal information about themselves or others, such as phone number, address, password, or username.
- System users will follow appropriate etiquette for both the Fort Payne City Schools' network and the Internet to include but not limited to the following:
- Will not use the system to harm the reputation, harass, or threaten others.
- Will use appropriate language for the educational environment and for the educational activity in which they are currently involved (no swearing, vulgarity, ethnic or racial slurs, or any other inflammatory or threatening language).

System Security:

- System users will not leave their computer logged on and unattended.

- System users will not attempt to harm, vandalize, or destroy equipment or materials.
- System users will not attempt to delete or modify system data or software.
- System users will not intentionally infect a computer or network with a virus.
- System users will not engage in activities that disrupt the performance of the network.
- System users will not disclose passwords, except to authorized Fort Payne City Schools' Network system administrative personnel.
- System users will always report any known violations of the Fort Payne City Schools' Acceptable Use Guidelines to a supervisor/administrator.
- System users will not gain unauthorized access to system passwords in an attempt to obtain District resources and information.
- System users will not attempt to circumvent Fort Payne City Schools' network security, including but not limited to hackware, freeware, and unauthorized shareware.

Fort Payne City Schools Digital Device Acceptable Use Agreement

In August 2012 Fort Payne City Schools undertook the ambitious task of providing every student an interactive device to serve students, teachers and administrators in a variety of ways. The focus of this initiative was to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and one of the learning tools for these 21st Century students is the iPad. The individual use of iPads is a way to empower students to maximize their full potential and to prepare them for college and the workplace. According to studies and school reports, students who use a computing device in a one-to-one education environment are more organized and engaged learners, attend school more regularly, advance their knowledge and understanding of technology, and become constructors and designers of information and ideas. The iPad is a next generation device that makes learning more engaging and accessible.

The iPad program is one of the foundational components of Fort Payne City Schools' curriculum and instructional delivery, and will offer students the opportunity to engage in the learning process in ways never before possible. The iPad will be used in place of student textbooks, in as many areas as possible, for organization of notes and files, for accessing the Internet, and for a myriad of instructional applications. As a tool with such a prominent role in the daily educational process, it's imperative to establish procedures and guidelines for the appropriate use of this device. The purpose of this document is to outline those procedures as they relate to The Fort Payne City Schools Code of Conduct and student handbook. The procedures and information within this document apply to all iPads used at Fort Payne City Schools, including any other device considered by the Administration to come under this procedure. Teachers may set additional requirements for use in their classroom.

In August 2016 Fort Payne City Schools will begin the next phase of the 1:1 device initiative and issue each high school student a Chromebook. Chromebooks and Google Apps for Education provide an educational infrastructure geared towards creation of content through their web-based tools and platform, collaboration capabilities, and easy use. These "computer-like" devices are the perfect tool for supporting and developing college and career readiness at the high school level. High school iPads will be moved to Wills Valley to increase iPads to a 1:1 status for the Pre-K through 2nd grade level to further enhance the learning environment in those elementary classrooms.

The use of the digital devices at Fort Payne City Schools is considered a **privilege, not a right**. The privilege of using the technology resources provided by Fort Payne City Schools is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled at Fort Payne City Schools. These procedures are provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the guidelines named in this procedure, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Fort Payne City Schools Code of Conduct and student handbook shall be applied to student infractions.

The remainder of this agreement is divided into two primary sections:

- I. Wills Valley Elementary School and Williams Avenue Elementary School
- II. Fort Payne Middle School and Fort Payne High School

To see the specific guidelines that apply to you, please refer to your school's section. Violations of the following guidelines may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

I. Wills Valley and Williams Avenue Elementary Schools:

Digital Device Usage Overview

1. Student digital devices will not be taken home and must remain at school, locked in the proper charging station. Therefore, Wills Valley and Williams Avenue Elementary School parents are not required to return a Digital Device Release Form or pay yearly digital device usage fees.

Apps, Files, and More

1. The apps, settings and configuration profiles originally installed by the district must remain on the digital device in usable condition and easily accessible at all times.
2. Students are not permitted to install apps on the digital device unless instructed to do so by a Fort Payne City School staff member.
3. Student digital devices may be selected at random for inspection.
4. Correct procedures for saving and transferring files to and from the digital device will be covered in class, and may vary from one teacher to another.
5. If technical issues occur, or if unauthorized apps are found on a digital device, the digital device will be restored to its original format. The school/district does not accept responsibility for lost documents and data due to a reformat.

Students' Responsibilities

The digital device is an important learning tool and is to be used for educational purposes only. In order to use a Fort Payne City Schools' digital device, you must be willing to accept the following responsibilities:

1. Honor my family's values when using the digital device.
2. Follow the policies of Fort Payne City Schools, especially the *Student Code of Conduct* and *Fort Payne City Schools Digital Device Acceptable Use Agreement* and abiding by all local, state, and federal laws at all times while using the digital device.
3. Obey general school rules concerning behavior and communication that apply to digital device use.
4. Use all technology resources in an ethical and appropriate manner so as to not damage school equipment. This "damage" includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by the student's own negligence, errors or omissions.
5. Immediately report when a digital device is stolen to the appropriate school officials.
6. Help Fort Payne City Schools protect our computer system/digital devices by contacting an administrator about any security problems they may encounter.
7. Monitor all activity on my account(s).
8. Keep digital devices in good working order and participating in all required updates.
9. Keep the digital device in its' protective case at **all** times.
10. Keep all accounts and passwords assigned to me secure and not sharing these with any other students.
11. Treat the digital device with care by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby.
12. Secure digital devices at all times to include shutting down and locking when work is complete to

- protect work and information.
13. Ensure the digital device is never left unattended.
 14. Ensure inappropriate, abusive language or questionable subject matter is immediately reported to school officials.
 15. Not take the digital device home.
 16. Not remove apps and configuration profiles originally installed by the district unless instructed to do so by a Fort Payne City Schools staff member.
 17. Not install apps unless instructed to do so by a Fort Payne City Schools staff member.
 18. Not update apps or the operating system until instructed to do so.
 19. Not attempt to repair the digital device.
 20. Not give personal information when using the digital device.
 21. Understand that email (or any other computer communication) should be used only for appropriate, legitimate, and responsible communication.

Parents' Responsibilities

Your son/daughter will use a digital device at school to improve and personalize his/her education this year. It is *essential* that the following guidelines be followed to ensure the safe, efficient, and ethical operation of this device:

1. Discuss your family's values and expectations regarding the use of the digital device.
2. Report to the school any problems your child is having with the digital device.
3. Make sure your child understands his/her digital device responsibilities.
4. Make sure your child does not try to bring the digital device home.

The following Student Activities are Strictly Prohibited:

1. Any action that violates existing Board policy or public law.
2. Transmitting, accessing, uploading, downloading, or distributing offensive, profane, pornographic, obscene, illegal activities or sexually explicit materials.
3. Hacking or wiping the digital device in any way.
4. Changing or removing digital device settings, restrictions and configuration profiles (exceptions include personal settings such as font size, brightness, volume, etc.)
5. Installation of games, social media or other apps not directly related to course work.
6. Use of sites selling term papers, book reports and other forms of student work.
7. Use of messaging services such as MSN Messenger, Yahoo Messenger, Textie, TextMe, Snapchat, Whatsapp, etc.
8. Use of outside data disks or external attachments without prior approval from the administration.
9. Use of the school's Internet/E-mail accounts for financial or commercial gain or for any illegal activity.
10. Spamming-Sending mass or inappropriate emails.
11. Use of anonymous and/or false communications such as MSN Messenger, Yahoo Messenger.
12. Gaining access to other student's accounts, files, and/or data.
13. Giving out personal information, for any reason, over the Internet. This includes, but is not limited to, setting up Internet accounts including those necessary for social chat rooms, EBay, email, Facebook, etc.
14. Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
15. Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment will not be allowed.
16. Bypassing the Fort Payne City Schools' Web filter through a web proxy.
17. Committing an act of Cyber bullying. Cyber bullying is addressed in *Fort Payne City Schools Code of Conduct*. Cyber bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.

Legal Propriety

1. All students shall comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. This includes, but is not limited to, installation or transmission of any copyrighted materials. If you are unsure, ask a teacher or parent.
2. Plagiarism is a violation of the *Fort Payne City Schools Code of Conduct*. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
3. Violation of applicable state or federal law will result in criminal prosecution or disciplinary action by the District.

These procedures are in no way intended to supersede the existing Fort Payne City Schools Acceptable Use Policy for Internet use. There should be a seamless integration between the two documents with the intention of providing guidelines for our students, teachers and staff relating to the acceptable use of available technology in our school system.

II. Fort Payne Middle School and Fort Payne High School Digital Device Usage Overview

1. Student digital devices will be taken home each night.
2. Prior to receiving a district-provided digital device, students must:
 - a. Return the ***FPMS & FPHS Digital Device Release Form*** signed by both student and parent. (The release form is located in the back of your Fort Payne City Schools handbook.)
 - b. Pay a yearly usage fee. This fee will be used for repair or replacement of any digital device which is damaged due to normal usage. This fee is not insurance for digital devices lost or damaged due to neglect or abuse. The fee structure is as follows:
Students currently on Free/Reduced lunch will pay \$20.00 per year – All other students will pay \$40.00 per year.
3. District-provided digital devices will be distributed for use during the school year, and must be returned with all accessories before the end of the school year, or when a student withdraws or transfers to another school.
4. Digital devices are intended for use at school each day. In addition to teacher expectations for digital device use, school messages, announcements, calendars and schedules may be accessed using the digital device. Students are responsible for bringing their digital device to all academic classes, unless specifically instructed not to do so by their teacher.
5. Digital devices must be brought to school each day with the battery fully charged.
6. If students forget to bring the digital device to school, they will still be responsible for completing all class assignments and work using textbooks, paper and pencil.
7. Students who repeatedly leave the digital device at home will temporarily lose digital device privileges.
8. Digital devices that malfunction or are damaged must be reported to the Computer Technician. Do not attempt to repair or pay someone to repair the digital device. The school district will be responsible for repairing digital devices that malfunction.
9. Digital device cases furnished by the school district must be returned with only normal wear and no alterations to avoid paying a case replacement fee.
10. If a student maliciously or intentionally damages a digital device or if the device is damaged, lost or stolen due to neglect, the student will be responsible to pay the cost of repairs or a replacement digital device, app licenses, accessories and protective cover – currently valued at \$730. This will be determined after investigation of the circumstances on a case-by-case basis.

Apps, Files, and More

1. The apps, settings and configuration profiles originally installed by the district must remain on the digital device in usable condition and easily accessible at all times.
2. Students are not permitted to install apps on the digital devices unless instructed to do so by a

- Fort Payne City School staff member.
3. Students may be required to turn in digital devices periodically for upgrades or syncing.
 4. Students are allowed to set up wireless networks on digital devices. This will assist them with digital device use while at home. Printing at home will require a wireless printer, proper settings on the digital device and the correct app.
 5. Students may be selected at random to provide the digital device they were issued for inspection.
 6. Correct procedures for saving and transferring files to and from the digital device will be covered in class, and may vary from one teacher to another.
 7. If technical issues occur, or if unauthorized apps are found on an digital device, the digital device will be restored to its original format. The school/district does not accept responsibility for lost documents and data due to a reformat.

Students' Responsibilities

The digital device is an important learning tool and is to be used for educational purposes only. In order to use a Fort Payne City Schools' digital device, you must be willing to accept the following responsibilities:

1. Honor my family's values when using the digital device.
2. Bring the digital device to school every day.
3. Recharge the digital device battery each night.
4. Follow the policies of Fort Payne City Schools, especially the *Student Code of Conduct* and *Fort Payne City Schools Digital Device Acceptable Use Agreement*, and abiding by all local, state, and federal laws at all times while using the digital device.
5. Obey general school rules concerning behavior and communication that apply to digital device/computer use.
6. Use all technology resources in an ethical and appropriate manner so as to not damage school equipment. This "damage" includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by the student's own negligence, errors or omissions.
7. Immediately report when a digital device is stolen to the appropriate school officials when school is in session or to a police department if the incident occurs at a time when school is not in session. (If reported to a police department, bring a copy of the police report to an administrator.)
8. Help Fort Payne City Schools protect our computer system/digital devices by contacting an administrator about any security problems they may encounter.
9. Monitor all activity on my account(s).
10. Keep digital devices in good working order and participating in all required updates.
11. Keep the digital devices in its' protective case at **all** times.
12. Keep all accounts and passwords assigned to me secure and not sharing these with any other students.
13. Treat the digital device with care by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby.
14. Secure digital devices at all times to include shutting down and locking when work is complete to protect work and information.
15. Ensure the digital device is never left unattended.
16. Ensure inappropriate, abusive language or questionable subject matter is immediately reported to school officials.
17. Not lend the digital device to anyone, not even my friends or siblings; it will stay in my possession at all times.
18. Not remove apps and configuration profiles originally installed by the district unless instructed to do so by a Fort Payne City Schools staff member.
19. Not install apps unless instructed to do so by a Fort Payne City Schools staff member.
20. Not update apps or the operating system until instructed to do so.
21. Not attempt to repair the digital device or pay someone else to repair the digital device.
22. Not give personal information when using the digital device.
23. Understand that email (or any other computer communication) should be used only for appropriate, legitimate, and responsible communication.

24. Return the school's digital device on the date of separation from Fort Payne City Schools due to early graduation, withdrawal, or expulsion.

Parents' Responsibilities

Your son/daughter has been issued a digital device to improve and personalize his/her education this year. It is *essential* that the following guidelines be followed to ensure the safe, efficient, and ethical operation of this device:

1. Discuss your family's values and expectations regarding the use of the Internet and e-mail at home.
2. Supervise your child's use of the digital device at home.
3. Supervise your child's use of the Internet and e-mail.
4. Report to the school any problems with the digital device.
5. Make sure your child recharges the digital device battery nightly.
6. Make sure your child brings the digital device to school every day.
7. Understand that if your child comes to school without the digital device, I may be called to bring it to school.
8. Do not attempt to repair the digital device or pay someone else to repair the digital device.
9. Agree to make sure that the digital device is returned to school when requested or upon your child's separation from Fort Payne City Schools.

The following Student Activities are Strictly Prohibited:

1. Any action that violates existing Board policy or public law.
2. Transmitting, accessing, uploading, downloading, or distributing offensive, profane, pornographic, obscene, illegal activities or sexually explicit materials.
3. Hacking or wiping the digital device in any way.
4. Changing or removing digital device settings, restrictions and configuration profiles (exceptions include personal settings such as font size, brightness, volume, etc.)
5. Installation of games, social media or other apps not directly related to course work.
6. Use of sites selling term papers, book reports and other forms of student work.
7. Use of messaging services such as MSN Messenger, Yahoo Messenger, Textie, TextMe, Snapchat, Whatsapp, etc.
8. Use of outside data disks or external attachments without prior approval from the administration.
9. Use of the school's Internet/E-mail accounts for financial or commercial gain or for any illegal activity.
10. Spamming-Sending mass or inappropriate emails.
11. Use of anonymous and/or false communications such as MSN Messenger, Yahoo Messenger.
12. Gaining access to other student's accounts, files, and/or data.
13. Giving out personal information, for any reason, over the Internet. This includes, but is not limited to, setting up Internet accounts including those necessary for social chat rooms, EBay, email, Facebook, etc.
14. Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
15. Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment will not be allowed.
16. Bypassing the Fort Payne City Schools' Web filter through a web proxy.
17. Committing an act of Cyber bullying. Cyber bullying is addressed in *Fort Payne City Schools Code of Conduct*. Cyber bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.

Legal Propriety

All students shall comply with trademark and copyright laws and all license agreements. Ignorance of the

law is not immunity. This includes, but is not limited to, installation or transmission of any copyrighted materials. If you are unsure, ask a teacher or parent.

1. Plagiarism is a violation of the *Fort Payne City Schools Code of Conduct*. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
2. Violation of applicable state or federal law will result in criminal prosecution or disciplinary action by the District.

These procedures are in no way intended to supersede the existing Fort Payne City Schools Acceptable Use Policy for Internet use. There should be a seamless integration between the two documents with the intention of providing guidelines for our students, teachers and staff relating to the acceptable use of available technology in our school system.

WAES STUDENT HANDBOOK

Williams Avenue Elementary School

**1700 Williams Avenue NE
Fort Payne, AL 35967
Telephone: (256) 845-0626
Facsimile: (256) 845-0147**

Principal

Mr. Heath Shaddix

Assistant Principal

Mrs. Jennifer List

Counselor

Mrs. Teresa Barksdale

Secretary/Bookkeeper

Mrs. Jeri Weatherly

General Policies and Guidelines Specific to Williams Avenue Elementary

Arrival

Students should arrive to school no earlier than 7:10 A.M. Cars may unload at the Williams Avenue and 18th Street entrances only. If you unload at the 18th Street Entrance, please pull in from the west or VFW side so that the passenger side of your car is parallel with the school. Always make sure that your child exits the car on the passenger side (the side closest to the school). Jaycee Avenue (the street behind the school) will be used for bus traffic only and will be closed to car traffic from 7:00 A.M. until 3:30 P.M. All students will report directly to the gym and remain inside the gym until the teacher on duty dismisses all students. All students should remain quiet and have something to work on. The first bell rings at 7:40, and the tardy bell rings at 7:45. Classes begin at 7:45 A.M.

Tardiness

Class instruction begins promptly at 7:45 A.M. Students who are tardy will miss valuable instructional time. Tardies will be excused when a student presents a doctor's excuse, legal excuse, or has permission from the principal. Each time a student receives three unexcused tardies for school in one nine weeks, he/she will receive one unexcused absence. Tardy students must sign in at the office prior to going to class.

Checking Out

The school day ends at 3:00 P.M. A student who checks out will be excused if he/she presents a doctor's excuse, legal excuse, or has permission from the principal. Each time a student receives three unexcused checkouts in one nine weeks, he/she will receive one unexcused absence. All students must be checked out through the office. **THERE WILL BE NO CHECKOUTS AFTER 2:30.** Anyone checking a student out must present identification and be listed on the student's information card.

Dismissal

School is dismissed at 3:00 P.M. each day. Bus riders report to the gym to be called to their buses, and car riders report to the sidewalk area on the Jaycee Avenue side of the school. Cars may load on Jaycee Avenue (the street behind the school), or parents may park in the VFW parking lot and walk to the crosswalk to meet students. Buses will load on the Williams Avenue side of the school, so Williams Avenue will be closed from 3:00 until 3:30. Parents may not park at the north end of the building for student pick-up for any reason.

Temporary Closing and Early Dismissal of School

The superintendent of schools has the authority to temporarily close schools or dismiss early in the event of severe weather or other conditions which threaten the safety and well-being of students. When a decision is made to close schools, an announcement will be made on local radio stations and television as early as possible. In the event that school closes early, parents should have an alternative plan. The superintendent will send out a message using the school notification system. This system will be used to inform parents and/or guardians of important information via a home, work, or cell phone. An early dismissal plan will be sent home at the beginning of the year for you to fill out and send back.

Breakfast

Breakfast will be served each day from 7:10 – 7:45 in the cafeteria. We encourage each student to eat breakfast to insure their best daily performance.

Lunch

The CNP staff serves a well balanced and nourishing lunch each day. Each student will have a lunchroom account which enables him/her to deposit money for future meals. Lunch may be paid for on a daily basis or in advance by the week, month or year. No commercially prepared foods, glass containers, or carbonated drinks are allowed in our cafeteria. Menus will be posted on the school website, in the school and sent home with students.

Snack

Snack time varies according to the classroom schedule. Children should bring a nutritious snack or buy one from the school. Snacks and drinks may be purchased each morning at school.

Student Information

A record of student information is kept in the school office in case you need to be contacted. Please make sure that all telephone numbers and addresses are accurate and clearly written. Remember to put the name and telephone number of a person who can be contacted in case you cannot be reached. Please notify the school if you change addresses or telephone numbers during the year. It is very important that our records be kept up-to-date.

Parent/Teacher Communication

Communication is an essential part of the educational program. Please feel free to set up a parent/teacher conference with your child's teacher during his/her planning time.

Visitation

Parents/guardians are welcome at Williams Avenue School for lunch and certain scheduled activities. Parents will not be allowed to go to the classroom unless an appointment has been made for a parent/teacher conference or the teacher has informed the office that a parent will be helping with a special event or party. Parents should always go by the office and sign in to receive a visitor's pass. The pass should be worn in a conspicuous place. A picture I.D. will be checked before the pass is given. In addition, any person wishing to visit for lunch or a party must be listed on the emergency card.

Money Sent to School

The school cannot be responsible for money brought to school by students. Students are encouraged to bring only the amount of money needed for that day. Money should not be left in a student's desk during the day or overnight. Personal possessions are the responsibility of the student and should be kept by the student. Toys, dolls, games, radios, and trade items should not be brought to school.

School Insurance

We have information about insurance for students. Students have the following options: school-time coverage or round-the-clock coverage. Please contact the office if you are interested.

School Supplies

Parents are expected to furnish paper, pencils, and other basic consumable supplies. A supply list will be given to each student, posted on the school website and available at the school throughout the summer.

Textbooks/Library Books

Students are responsible for all textbooks and library books issued to them during the school year. Students will be charged for any lost or damaged textbooks.

Lost and Found

Lost and found items are turned into the school office. Students should check for their missing items through the office. **Parents are encouraged to write their child's name in the items that they bring to school.**

Messages to Students, Transportation Changes, and School Telephone

We will take messages for students when these messages are deemed an emergency or essential. Transportation changes will be given out at the end of the day to students. All transportation changes must be made before 2:30. Classrooms will not be interrupted for routine phone calls to students. Students will not be allowed to use the phone except in special cases, as determined by the principal or his designee. Note: No messages will be given to a student unless the caller presents the student's identification number. Your child's I.D. # is _____.

Tornado, Fire and Intruder Drills

Tornado, Fire and Intruder drills are held regularly to develop safety practices that will help students move quickly and orderly during an emergency. The procedure for tornado drills and fire drills will be posted in each classroom. Teachers will review these procedures with the students during the course of the year.

Library

Weekly classes are scheduled in the library for all grades. Students may check out one book weekly and it may be renewed for any additional week if the student brings the book in on the date due. Students who have an overdue book may not check out another book until the overdue book has been returned. While no fines are charged for overdue books, parents are asked to help us encourage your children to return their books on time.

Physical Education

All students are scheduled for forty minutes of physical education daily and are expected to participate. In order to be temporarily excused from activities, a student must bring a note signed by the parent. A note signed by a doctor should be presented in order to be excused for an extended amount of time. In addition, students should wear appropriate clothing to P.E. All students should wear athletic-type shoes to P.E.

Sick/Injured Students

If your child becomes ill or injured at school, we will contact you immediately. If we cannot reach you, we will use the emergency contact information that you have provided.

Reporting Student Progress

Mid-term reports are given to students to take home every four and a half weeks. Report cards are sent home every nine weeks. Parents/guardians may use I-NOW Home as a means of monitoring student progress in the areas of academics, discipline, and attendance. For more information you may contact the school office.

Promotions

Elementary grades one through six – Students having two or more semester F's at the end of the year in the academic subjects of reading and/or math may not be promoted.

Make-up Work

Work may be made up only when an absence has been excused. Parents may pick up assignments at the school office. Requests for make-up work should be made in advance so as to give the teacher ample time to prepare the lessons and not interrupt classroom instruction. Teachers will provide students who have been absent for excused reasons, an opportunity to make up missed assignments. It is the student's responsibility to request make up work within three (3) days following the determination by the principal that the absence was excused. The work must be completed within five (5) school days after returning to school.

Title I Program

Williams Avenue is a Title I School. The Title I Program provides supplemental services and funding to improve educational services for all of our students.

Authority of School Officials

Alabama statutes delegate specific authority and responsibility to school officials concerning the control and discipline of students. A school principal or his/her designee has the authority, by law, to administer corporal punishment to students. School principals also have the authority to suspend students from school and/or from riding the school bus, and to recommend for expulsion those students who seriously disrupt the school environment.

Students of the Fort Payne City School System are subject to the Code of Student Conduct during the time that they are being transported to or from school or a school sponsored activity, during the time that they are attending school, and during the time that they are on school premises.

Discipline

We follow our system-wide code of conduct closely. Specific classroom behavior rules are set by grade level teachers. The rules and the consequences of violating these rules are discussed initially with the students. Disciplinary action is taken by the individual teacher. Reoccurring violations will be handled by the principal. Behavior that causes disruption in the classroom and in the student's own education will be reported to the parents. Disciplinary actions are recorded and kept on file with the teacher and the principal.

Acknowledgment Forms Section – Requiring Signatures

Fort Payne City School Student Code of Conduct and Student Handbook Acknowledgement Form

Homeroom Teacher _____

I, _____, enrolled in Fort Payne City Schools
(name of student) and my parent(s)/guardian(s) hereby acknowledge by our signatures
that we have received and read or had read to us, the foregoing Code of Conduct and Student Handbook.

Signed _____
Student

Signed _____
Parent/Guardian

Signed _____
Parent/Guardian

Date _____

Note: The student is to sign the above statement. If the student lives with both parents, both parents are to sign the statement. If the student lives with only one parent or guardian, only one is required to sign with the student.

I give permission for my child to be photographed, videotaped, or named in newspaper articles, journals, video presentations, etc., which involve school related events and/or activities.

_____ Yes _____ No

Signed _____
Parent/Guardian

I agree to adhere to the rules regarding the cell phone and electronic device policy.

_____ Yes _____ No

Signed _____
Student

Date _____

Student Acceptable Use Policy for Internet/Network Services

I have read the Student Acceptable Use Policy for Internet/Network Services and agree to abide by the provisions contained within the document. I understand that I can be disciplined if I violate the Student Acceptable Use Policy for Internet/Network Services. Such discipline may consist of the revocation of Internet/network access up to and including suspension, expulsion and/or legal action based on the seriousness of the violation.

Name (Print) _____

Signature _____

School _____ Signature of Parent/Guardian _____

Date _____

Internet/Email Usage _____ Yes _____ No

****By choosing No your child will be excluded from Internet/Email resources even if these activities are an integral part of the educational activities being pursued at the school.***

****Please detach this page after signing and have the student return it to the homeroom teacher**

COPPA and Online Resources Agreement

The Children's Online Privacy Protection Act (COPPA) requires websites to gain parent permission for users under the age of 13 and/or 18 before creating individual online accounts. Many educational sites used by Fort Payne City Schools require student accounts and, thus, parental permission. To view the the "**FPCS Approved Online Tools and Resources**" list, go to the **Parent Information Section** on the District website.

I give permission for the school system to upload the basic directory information of my child in order to create an account on these educational websites.

_____ Yes _____ No

Student's Name (print) _____ Parent/Guardian Signature _____

Date _____

Student Information Form
(Complete and return to your child's school)

Social Security Number (voluntary):	Teacher:
Last Name:	Date of Birth: Place of Birth:
First Name:	Sex: Male Female
Middle Name:	Race: American Indian/Alaska Native Asian Black Native Hawaiian/Pacific Islander White
Name child goes by:	Bus Number:
Mailing Address:	Child will ride bus to this address:
City State Zip	
Physical 911 Address:	Car Rider? Yes No
City State Zip	Go to Extended Day? Yes No
Home Phone Number:	Name & age of siblings:
Name of person(s) child lives with: Relation to child:	
Parent/Legal Guardian I	Parent/Legal Guardian II
Name	Name
Address: (if different than above)	Address: (if different than above)
Home Phone:	Home Phone:
Cell Phone:	Cell Phone:
E-mail:	E-mail:
Relation to child:	Relation to child:
Employer: Shift:	Employer: Shift:
Employer Phone Number:	Employer Phone Number:
Emergency Contacts (if parent cannot be located)	
Name Phone #:	Allowed to pick up child? Yes No
Relation to child: (circle one) Grandparent Relative(aunt/uncle/cousin) Step-Parent Other	
Name Phone #:	Allowed to pick up child? Yes No
Relation to child: (circle one) Grandparent Relative(aunt/uncle/cousin) Step-Parent Other	
Name Phone #:	Allowed to pick up child? Yes No
Relation to child: (circle one) Grandparent Relative(aunt/uncle/cousin) Step-Parent Other	
Medical Conditions:	Does your child take a daily prescribed medication? If yes, name of medicine:
Allergies:	

Fort Payne City Schools

Parents Right-To-Know • Request Teacher Qualifications

Title I, Part A, Section 1112(c) (6), Every Student Succeeds Act., Public Law 114-95

I am requesting the professional qualifications of _____

who teaches my child, _____ at _____
Child's Name (Please Print) School (Please Print)

My mailing address is _____
Street (Please Print) City Zip

My telephone number is _____.

My name is _____
Name (Please Print)

Signature Date

This Section to be completed by School/Central Office

Date Form Received: _____ Received by: _____

Teacher's Name: _____ Subject: _____

Has the teacher met state qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches? _____ Yes _____ No

Is the teacher teaching under emergency or other provisional status? _____ Yes _____ No

Undergraduate Degree _____ (University/College)
Major Discipline _____

Graduate Degree _____ (University/College)
Major Discipline _____

Does a paraprofessional provide instructional services to the student? _____ Yes _____ No

If yes, what are the qualifications of the paraprofessional?

High School Graduate _____ (Year)

Undergraduate Degree _____ (University/College)
Major/Discipline _____

College/University Credit _____ (Hours)
Major/Discipline _____

Signature of Person Completing Form Date