



***2019-2020
Parent-Student
Handbook***

BESSEMER CITY SCHOOLS

THE BESSEMER CITY BOARD OF EDUCATION

1621 5th Avenue North

Bessemer, Alabama

35020

Adopted August 8, 2019

BESSEMER CITY BOARD OF EDUCATION

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BESSEMER CITY SCHOOLS

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(205) 432-3100

Bessemer City High School

Mr. Albert Soles, Principal
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Bessemer City Middle School

Ms. Lisa Heard, Principal
205-432-3600

Charles F. Hard Elementary

Dr. LaKeshya George, Principal
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Greenwood Elementary

Ms. Deborah Billups, Principal
(205) 432-3200

Jonesboro Elementary

Dr. Sylvia Haslam, Principal
(205) 432-3400

New Horizon Alternative School

Ms. Edith Hunter, Principal
205-432-3036

Westhills Elementary

Ms. Mildred Posey, Principal
205-432-3500

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Professional Development	Mrs. Angela Bedgood	205-432-3057
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BESSEMER CITY MISSION STATEMENT

The mission of Bessemer City Schools is to produce informed, responsible, productive citizens who will be lifelong learners and successful contributors to society. We will accomplish this mission in cooperation with parents and the community, by providing a dedicated staff, a diverse and challenging curriculum, within a clean, safe and caring environment.

The Bessemer City School System believes that regular school attendance is important to students and to the school system. Regular attendance, by students, facilitates development of the skills and knowledge necessary to function in a democratic society. Therefore, the Board endeavors to secure, in compliance with Alabama law, the prompt and regular attendance of students and to secure their proper conduct and to hold the parents/guardians or other persons in charge or control of students responsible and liable for such students' nonattendance and improper conduct.

It is important that each person connected with the school system understands the importance of maintaining a consistent set of behavior standards in order to establish a positive learning environment. This can only be accomplished in schools where the environment is free from distraction caused by disruptive behavior. Creating such an environment requires the cooperation of the parents/guardians, students, Board of Education and all employees of the school system.

The Student Services, Attendance, Safety, & Security, and Curriculum & Instruction Departments are here to assist schools, parents/guardians and students in understanding the rules and policies of the school system regarding attendance, discipline and state laws. We also provide information regarding school zones, enrollment, Section 504 of the Rehabilitation Act of 1973, school transcripts and child labor work permits. Please contact us if we can be of assistance to you.

STATEMENT OF NON-DISCRIMINATION

The Bessemer City Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in any of its programs and activities and provides equal access to Board approved youth groups.

INTRODUCTION

Bessemer City Schools believes that instruction should occur in an environment conducive to learning because effective quality instruction requires orderly procedures and discipline. The purpose of this *Parent-Student Handbook*, as well as the enforcement of its rules, is to ensure the presence of a safe, friendly, and professional atmosphere in which students and school personnel work cooperatively toward mutually accepted goals. Acting in the best interest of all the residents of the city of Bessemer, the Bessemer City Board of Education requires principals, faculties, staffs, students, parents, and guardians to comply with this adopted *Parent/Student Handbook*. As students' progress in the public schools, it is reasonable to assume that an increase in age and maturity will result in the student's assumption of greater responsibility for their actions. Although it is true that differences in age and maturity require different types of disciplinary action, the expectation of student behavior identified in this handbook will apply to all students in grades Pre-K through 12.

The contents of this handbook:

- Describe roles of the home, student, school, and school personnel
- Describe student rights and responsibilities
- Define student discipline in the context of the Board of Education's philosophy
- Identify formal disciplinary actions
- Identify classifications of violations and describe procedures for disciplinary actions
- Standardize procedures for administering formal disciplinary actions
- Conform to the mandates provided in the Education for All Handicapped Children Act; The Rehabilitation Act of 1973; and The Alabama Exceptional Child Act

EQUAL EDUCATION OPPORTUNITY STATEMENT

It is the policy of the Bessemer City Board of Education that no person shall be denied employment, be excluded from participation in, be denied the benefits of or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age. Ref: Sec. 1983, Civil Rights Act 42 U.S.C: Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; Equal Pay Act of 1963; and the Title IX of the Education Amendment of 1972. For more information contact the Title IX, 504 and/or ADA Coordinator, 1621 5th Avenue North Bessemer, AL 35020 or call (205) 432-3000.

ENROLLMENT

General Requirements

- The Alabama compulsory attendance law requires all children between the ages of 6 - 17 to attend school
- A child whose fifth birthday falls on or before September 1st (2nd)* or the date on which school begins in the enrolling district is entitled to admission to the Kindergarten program at the beginning of the school year or as soon as practicable thereafter.
 - *Authority: Ala. Code § 16-28-4 (1975)
Interpretation based on *Report of
Attorney General of Alabama
October – December 1963
Volume 113, page 20*
- Children entering First grade must be six (6) years old **on or before** December 31st
 - *Authority: Act 2016-297 (HB 168)*

In order to enroll a student in the Bessemer City School System, the following enrollment requirements must be presented in person by the parent/legal guardian with the exception of migrant, immigrant, Homeless or EL students:

1. Two Proofs of Residence

- a. Current Residence Lease or Deed or Tax Card *(in Parent or Legal Guardian Name)
- b. Current utility bill or current printout from utility company

If documents are not in the parent's or legal guardian's name, the person listed on the lease, deed, or tax card and bills must bring these documents and accompany parent/legal guardian to the Attendance, Safety, & Security Office at 1621 5th Avenue North Bessemer, AL 35020, Room 106, both parties must complete a Verification of Residence form, the form must be notarized by a notary, the parent must provide photo I.D. and the listed party must bring current lease, deed, tax card and current utility bill and photo I.D. The Verification Forms can be picked up at Bessemer City Schools and the Attendance, Safety, & Security Office at the Bessemer Board of Education.

2. One other item that ties you to the residence

- a. One other bill mailed to you at your residence address
- b. Proof of residency from the County Registrar of Voters
- c. Current vehicle registration showing residence address

3. Documentation of Legal Custodian or Guardianship

4. Updated Alabama Immunization form (blue, pink, or white)

Exemptions: Certificate of Medical Exemption (Form IMM51) or a Certificate of Religious Exemption (Form imm52)

If Alabama Immunization form is expired or not from Alabama, Parent/Legal Guardian must go to Health Department or primary doctor to get an updated or transferred form.

5. **Social Security Number (voluntary)** - **Disclosure of your child's social security number (SSN) is voluntary. If you elect not to provide a SSN, a temporary identification number will be generated and utilized instead. Your child's SSN is being requested for use in conjunction with enrollment in school as provided in Ala. Admin. Code §290-3-1-02(2)(b)(2). It will be used as a means of identification in the statewide student management system.*

6. **Birth Verification Items**
 - a. Religious, Hospital or Physician's Documents showing date of birth
 - b. Baptismal Certificate
 - c. Entry in a Family Bible
 - d. Adoption Record
 - e. Signed and Notarized Affidavit from a parent
 - f. Previously Verified School Records
 - g. Birth Certificate (optional) (Birth Certificates can be asked for only new students' age verification.)

7. **Previous School Verification Documentation**
 - a. Official withdrawal documentation (if applicable)
 - b. Report card (if available)
 - c. Transcript (High School students) (if applicable)

*All Previous Student Verification Documentation should include complete address of previous school so the new school can request for records.

8. **Medical documentation for a Specific Illness (if applicable)**

9. **If legal custody of a child is split between two parents, you must attach a certified copy of the court order identifying each parent's respective award of physical custody.**

NOTE: Parent/Guardian/Care Provider must present Photo I.D.

Compulsory Attendance Law

Alabama State Law, Section 16-28-3 Code of Alabama (1975) revised, requires all children between the ages of six (6) and seventeen (17) to attend school. It is your responsibility under the law to ensure the attendance of your child/children. Recent legislation requires all children enrolled in Alabama Public Schools, regardless of age, to comply with the provisions of the Compulsory Attendance Law. Continued unexcused absences (truancies) will result in a referral to the Jefferson County Family Justice Court for assistance in improving your child's school attendance.

Pre-Kindergarten (Pre-K)

- In Alabama, students are not required to attend Pre-K and funding is not provided as it is on a comprehensive basis for kindergarten through twelfth grade. The Bessemer City School System places a high value on Pre-K programs and will continually strive to provide and expand Pre-K services as possible. As such, opportunity for enrollment into Pre-K classes in the Bessemer City School System is on a limited basis.

- A child whose fourth (4th) birthday is on or before September 2nd shall be eligible to apply for admission to the Pre-K Program. Completion of a Pre-K application does not guarantee that a child will be enrolled, but instead places the child on a list for the school's random selection drawing, per Office of School Readiness (OSR) guidelines. Priority will be given to students who live within the school's attendance zone. Should there not be sufficient interest to fill open Pre-K classes within the school's attendance zone, students within the entire Bessemer City School System may be considered. Eligible special education students (ages 3 - 5) will be served according to their Individual Education Program (IEP).

Transfers into the School System

Enrollment of New Students and Transfer Students

Students who apply for enrollment in a Bessemer City School must attend school in the attendance zone where they reside with a custodial parent or legal guardian. Failure to comply with this requirement will result in the immediate withdrawal of student from said school. All transfer students must be in good disciplinary standing from their previous school(s) with no outstanding suspension or expulsion offenses pending. Bessemer City Board of Education honors suspensions and expulsions from other official Boards of Education.

Transfer Eligibility

Students transferring into any school within the Bessemer City School System must meet all eligibility requirements related to age, residence, immunizations, etc. In addition, the student must not be suspended or expelled or pending suspension or expulsion from the school previously attended, except that a suspended or expelled student whose parent/legal guardian establishes residence in an area served by the School System may make a written request outlining the specifics of the suspension or expulsion to the Superintendent for review and consideration by the Board of Education.

Placement of Transfer Students

The following placement procedures shall apply to all students transferring into the Bessemer City School System:

- **Transfers From Accredited Schools** - A student transferring from a public or non-public school accredited by an accrediting agency recognized by the Southern Association of Colleges and Schools (SACS) will have credits and current class/grade placement accepted without validation upon the receipt of official transcript(s). 290-3-1-02(7)(d)
- **Transfers from Non-Accredited School Setting** -
 - **Grades 1 - 8:** Using all official records and nationally standardized tests from the sending school, the Principal or his/her designee shall determine placement. If there is a question about a transfer student's placement, he/she may be assigned to a lower grade level for a three (3) to six (6) weeks evaluation period. Based on the student's performance during this evaluation period, placement may then be changed to the appropriate grade level for a probationary period. Final grade placement will be determined after this probationary period.
 - **Grades 9 - 12:** Students transferring from a non-public or non-accredited school shall be placed in a grade based on demonstrated ability and record of attendance and work done in school(s) previously attended. In accordance with Southern Association of Colleges and Schools (SACS) accreditation standards, credit for courses pursued in a non-accredited school must be validated.

- **Grades 9 - 12 Validation:** The academic core courses (English, math, science, and social studies) will be validated by the student passing a content-based course specific test developed by the school system. Validation is required for the highest level for which placement is sought. Once a grade-level course has been validated, all preceding courses in that content area are recorded as validated. Credit for elective courses shall be transferred without validation.

Senior Transfer Students

Except in a case of bona fide change of residence or other circumstances equally valid for making an exception, a student is not to be graduated from high school unless he/she has been in continuous attendance therein during the entire high school year immediately preceding the date of graduation.

Rules and Regulations for Enrolling Transfer Students

The local school Principal or designee shall be responsible for complying with the following rules and regulations when enrolling a transfer student with procedures executed as soon as practical:

- Contact officials of the school from which the student is transferring to determine eligibility for continued attendance and to secure official records;
- Secure a birth certificate or other documentation for age verification purposes, proof of residence, copy of current immunization form, valid social security number or identification number assigned by the school system, custody or guardianship papers, if applicable;
- Secure a transfer document from the student or parent/legal guardian which certifies dates of attendance and gives the former school's address;
- Require the student or parent/legal guardian to complete the Bessemer City School System's enrollment form;
- Provide the student with a student handbook and/or explain orally school rules and regulations;
- Secure the student's transcripts and records from the school previously attended;
- Provide the student an opportunity to apply for free or reduced meals;
- Assign student to an appropriate bus, if applicable.

RESIDENCE AND ATTENDANCE ZONE REQUIREMENTS

Responsibility

The Principal shall determine the residence of a student based upon the residence of his/her parent/legal guardian. If the Principal is unable to determine the residence of the student, assistance from the Director of Attendance, Safety & Security shall be requested.

Residence

A legal residence within an appropriate school zone shall determine enrollment eligibility for the Bessemer City School System. Anytime the actual residence of a student comes into question, the Director of Attendance, Safety & Security and/or Transportation Supervisor or his/her designee may investigate and in his/her discretion, require additional proof of full-time, actual residency within the attendance zone or City, as the case may be.

Zone

A student must attend the school within the school zone in which his/her parent/legal guardian has established legal residence, except when school assignment has been approved as a part of the system-wide instructional program, under the employee transfer provision or when a senior whose parent/legal guardian establishes residence outside the area served by the School System or outside the school zone. At the discretion of the parent/legal guardian, the student may complete his/her senior year at the school he/she currently attends. The School System shall not be responsible for the student's transportation.

Attendance Policy and Regulations

The Bessemer City Board of Education believes that regular school attendance is important to students and to the school system. Regular attendance by students facilitates development of the skills and knowledge necessary to function in a democratic society. Therefore, the Board endeavors to secure, in compliance with Alabama law, the prompt and regular attendance of students and to secure their proper conduct, and to hold their parents, guardians or other persons in charge or control of students responsible and liable for such student's nonattendance and proper conduct.

Compulsory Attendance Age - *Code of Alabama 1975 (Section 16-28-3)*

Every child between the ages of 6 - 17 must attend a public school, private school, church school or be instructed by a competent private tutor for the entire length of the school term except that every child attending a church school is exempt from the requirements of the *Code of Alabama 1975 (Section 16-28-3)*, provided such child complies with the enrollment and reporting procedure specified in the *Code of Alabama 1975 (Section 16-28-7)* of the code.

Absenteeism

An absence is defined as nonattendance in a regularly scheduled class or activity. To be counted present, a student must be present more than 50% of the allotted time period.

Excuses

In accordance with Alabama law, parents/legal guardians must explain the cause of every absence of students under their control or charge. Every student, upon return to school, must bring a written excuse from home within **three (3) days** following the absence signed by the student's parent/legal guardian for each absence and present it to the Principal or his/her designee. After a total of ten (10) absences in a school year for elementary and middle school students, the parent/legal guardian of student will be required to provide medical or legal documentation

for absences to be excused. After a total of five (5) absences in a school year for high school students, the parent/legal guardian of student will be required to provide medical or legal documentation for absences to be excused. All written excuses shall be retained for the remainder of the school year in the Principal's office or other approved location.

Excused Absences

All student absences shall be designated as either excused or unexcused. In accordance with Alabama law, a student shall be excused for an absence from school for any one of the following reasons:

- Personal illness of the student;
- Death in the immediate family;
- Inclement weather which would be dangerous to the life or health of the student as determined by the Principal;
- Legal quarantine or subpoena;
- With prior permission of the Principal and consent of the parent/legal guardian;
- Emergency conditions as determined by the Principal; or
- Official religious holiday

Unexcused Absences

Absence for reasons other than those defined above shall be considered as unexcused. Any student seventeen (17) years of age or older who has not registered within five (5) school days of the beginning of a new school term will be denied admission unless extenuating circumstances are approved by the Superintendent or his/her designee. An exception can be made for a special education student in an Individualized Education Program (IEP) meeting.

Noncompliance of Attendance and Loss of Credit (Grades 9-12)

Students enrolled in grades 9 - 12 who are absent from one (1) or more courses for 10 consecutive days for unexcused reasons or 15 days total for unexcused reasons during a full-credit, two-term (18 week) course, shall be denied credit for the course(s) in which the unexcused absences have occurred. These students will receive Noncompliance/No Credit (NC) designation on all records. Students enrolled in grades 9 - 12, who are absent from one (1) or more courses for 5 consecutive days for unexcused reasons for 8 days total for unexcused reasons during a half-credit, one-term (9 weeks) course, will be denied credit for the course(s) in which the unexcused absences have occurred.

They will receive a Noncompliance/No Credit (NC) designation on all records. Further, students 17 years or older will be withdrawn from school for the remainder of the term if they are absent from school 10 consecutive days for unexcused reasons or 15 days total for unexcused reasons during a term. An exception may be made for a special education student in an Individualized Education Plan (IEP) meeting. An appeal may be made in writing to the local school principal within three (3) days from the date of notification of the loss of credit. The decision of the local school Principal may be appealed to the Superintendent or his/her designee in writing within three (3) days after the hearing at the local school.

Student Absences and Participation in School Activities

Students who are away from school because of participation in official school sponsored activities shall be marked present and allowed to make up missed work. Students who are absent from school for an excused or unexcused reason shall NOT be allowed to participate in any school extracurricular or co-curricular activities that day.

Truancy

Truancy is the habitual and unlawful absence from school. In accordance with the *Code of Alabama*, the parent/guardian is responsible for requiring any student under his/her control or charge and under 17 years-of-age to attend school.

Early Warning Truancy Prevention Program

The Early Warning Truancy Prevention Program (EWTPP) requires that a weekly report be submitted to the Attendance, Safety, and Security department for all students between the ages of 6 and 17 having unexcused absences. It further recommends that the parent/legal guardian be notified of their child's third unexcused absence. Upon the occurrence of a fifth unexcused absence, the parent/legal guardian and student are required to attend a EWTPP conference. At the conference, the parent/legal guardian and student are informed of the State's compulsory attendance laws, court procedures, and consequences of further unexcused absences.

ESTABLISHING RESIDENCY

Section I: Definition of Residence

For school attendance purposes, definition of residence is that the student physically resides full time, weekdays/nights and weekends, at a place of abode located within the limits of the school district or zone. All students will register at the school they are assigned to attend. The parent/legal guardian will provide evidence of residence and the school district administration will verify bona fide occupancy.

A student enrolling or entering the school district will be required to verify his/her residence address as a part of the registration process. Students are not legally enrolled until the verification of residence has been completed. Students, their parent/legal guardian may be required to provide a Declaration of Residence on forms to be established by the Superintendent or his/her designee.

Section II: Establishing Residency

A. Students Living with Parents/Legal Guardians

The parent/legal guardian of a student seeking to enroll in a school will provide the school district with a mortgage document, property deed or an apartment or home lease **AND** any one of the items (1) through (4) below as verification of their address:

1. Utility bills (water, gas or electricity);
2. Personal visit by a designated school district official;
3. Filed Homestead Exemption Application form; and/or

Any other documentation that will objectively and unequivocally establish that the parent/legal guardian resides within the school district. Any document with a post office box as an address will **NOT** be accepted. An affidavit will **NOT** be accepted as proof of residency. If the student has a legal guardian, a copy of the court order appointing the guardian must be provided to the district. If a petition for guardianship has been filed and the decree is pending, the student or guardian must

4. Provide a certified copy of the filed petition for guardianship.

B. Homeless Child/Unaccompanied Youth

When a child is determined to be homeless as defined by the Stewart B. McKinney, Act 42 USC Sections 11431 (1), 11432 (e)(4), and 11302 (a), the school district will consider and take the enrollment action that is in the best interest of the child pursuant to 42 USC 11432 (e)(3).

C. Students Living with Adults other than Parents or Legal Guardians

The non-parent claiming district residency must meet the same criteria as that of parent/legal guardian as stated in Part A.

The adult must provide the school with legal guardianship or custodial papers and provide documentation fully explaining the reason(s) (other than school attendance zone or district preference) for this arrangement. The Superintendent or his/her designee will make the necessary factual determinations. Examples of situations where guardianship authority of an adult will be recognized to establish residency of the minor include but are not limited to the following:

1. Death or serious illness of the child's parent/legal guardian;
2. Abandonment of the child;
3. Child abuse or neglect;
4. Seriously unstable family relationships or undesirable conditions in the home of the child's parent/legal guardian having a documented detrimental effect on the child;
5. Students enrolled in recognizing exchange programs residing with host families; and/or
6. Incarceration of a parent.

Section III: District Requirements

The requirements as stated in Section II are minimal and the Bessemer City School System reserves the right to require additional documentation and verification at any time. The Principal of a school is responsible for ensuring that only students eligible to attend that school are in fact enrolled and attending.

Section IV: Non-Compliance

Any suspicion of violation of residence requirements will be investigated. Any case that cannot be resolved by the Principal will be referred to the Director of Attendance, Safety & Security or his/her designee for additional investigation and further action. Students enrolled in a school without proper residence verification and without an approved transfer will be withdrawn from the school in which they are illegally enrolled.

Copies of Court Ordered Custody Agreements

Copies of court ordered custody agreements restricting visitation from the non-custodial parent(s) must be filed in the main office at the school of enrollment.

Alabama High School Athletic Association Transfer Rule

Custody or legal guardianship transfer with anyone will **NOT** establish immediate athletic eligibility. Unless the parent or guardian makes a bona fide move, the student must complete one (1) calendar year in attendance to establish athletic eligibility.

McKinney-Vento (Homeless Child/Unaccompanied Youth)

Children who are zoned to attend the Bessemer City schools and who are homeless/unaccompanied youth will have access to a free, appropriate education. McKinney-Vento students and/or their parent/guardian should contact Federal Programs (205) 432-3004.

Immunizations

Immunization certificates, required by Alabama law, must be presented to the Principal before a child can enroll in public school. Certificates are available from local physicians or local health departments. Only students presenting a Certificate of Medical Exemption or a Certificate of Religious Exemption are excused from this requirement.

DUE PROCESS

The policy of the Bessemer City Board of Education is to adhere to due process when carrying out the procedures contained in this handbook. Principals are responsible for familiarizing their staffs with due process procedures and providing each staff member with a copy of this handbook. The handbooks have been published with the following concepts in mind:

- School rules must be clearly stated and related to the educational purposes of the school
- School rules must be fair and specific enough for students to know what they may or may not do
- Students, parents, and guardians must be informed of the rules affecting behavior and discipline
- When disciplinary action is involved, school personnel and students must comply with required procedures set forth in the *Parent/Student Handbook*
- When addressing disciplinary action, a student should be informed of the school rule(s) that has been violated and given an opportunity to share his/her account of the incident with school personnel
- School personnel are permitted to speak to students regarding school-related issues without obtaining prior parent permission

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

ROLES OF THE PARENTS, STUDENTS, SCHOOLS AND SCHOOL SYSTEM

In order for effective teaching and learning to take place, there must be a cooperative relationship among students, parents/guardians, and educators. The expectations may be described as follows:

Parents and Guardians:

- Keep in regular communication with the school authorities concerning their child's progress and conduct
- Ensure that their child is in daily attendance and promptly report and explain an absence or tardiness to school officials
- Provide their child with the resources needed to complete class work
- Assist their child in being healthy, neat, and clean
- Bring to the attention of school authorities any problem or condition which affects their child or other children
- Discuss report cards and work assignments with their child

- Maintain up-to-date home, work, and emergency telephone numbers and addresses at the school, including doctor, hospital preferences, and an emergency health care form
- Attend scheduled parent-teacher conferences

Students:

- Punctual in school attendance and attend all classes daily
- Are prepared to come to class with appropriate working materials
- Are respectful to all individuals and of all property
- Refrain from profane or inflammatory statements
- Conduct themselves in a safe and responsible manner
- Are clean, neat, and appropriately dressed
- Show a positive, cooperative attitude toward school
- Abide by the rules and regulations set forth by the school and Board

Schools:

- Provide a safe and effective learning environment
- 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 discipline based upon fair and impartial treatment of all students
- Welcome and encourage participation by parents and guardians
- Encourage the school staff parents/guardians, and students to use the services of community agencies
- Encourage parent/guardians to keep in regular communication with the school and to seek ways to involve students, parents, and community members in the educational process
- Are prepared to perform their duties with appropriate materials and lesson plans
- Are respectful to all individuals and of all property

SCHOOL BOARD

Bessemer City students are subject to the rules of the Bessemer City Board of Education during the school day, while in attendance at school-related activities, and while being transported to and from school or school-related activities. Jurisdictional control over student behavior may be extended beyond the school campus whenever the conduct of the student is deemed to have a detrimental effect on the health, safety, and welfare of the school community.

Administrators and teachers have jurisdiction to implement the disciplinary procedures of the *Parent-Student Handbook* on any campus in the school system even though the student may not be enrolled at the school in which the violation(s) occurs.

GUIDANCE SERVICES

Rationale

Personal concerns of students can seriously limit or enhance educational development. Schools have the responsibility to provide a guidance program and to make relevant and objective information available to students in such a manner that it will enhance educational development.

Student Responsibilities:

- To use guidance services for their educational and personal improvement
- To schedule an appointment with guidance personnel in advance unless the problem or concern is an emergency
- To work cooperatively with guidance personnel

Student Rights:

- To be informed as to the nature of the guidance services available in school
- To have access to individual and group guidance

SPECIAL EDUCATION

Rationale

Schools will provide appropriate special education services for any eligible student residing within the Bessemer City School zone unless the student is residing and/or receiving services in a state facility or institution.

Student Responsibilities:

- To use special education for educational and personal improvement

Student Rights:

- To be informed of the least restrictive environment needed for appropriate education
- To have access to small group instruction based on an individualized educational program where appropriate

PROBLEM SOLVING TEAMS (PST)

Problem Solving Teams (PSTs) will help to guide general education intervention services for all students who have academic or behavior difficulties. PST is a school initiated process. Parents will be notified and informed of these instructional strategies. The PST is central to the school's successful implementation of the Response to Instruction (RTI) framework. The PST is responsible for the day-to-day decisions which ensure that (1) students receive instruction and interventions matched to their identified needs, (2) appropriate progress monitoring tools are utilized to provide evidence of students' response to instruction and intervention, and (3) progress monitoring data are used to make timely instructional decisions which maximize student outcomes.

Team members could include the following:

- Classroom teachers
- Intervention teachers
- Instructional Coaches (Reading, Literacy, Math, Graduation, etc.)
- Special Education teachers
- School Counselor/School Psychologist

Response to Instruction (RTI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. The purpose of the RTI framework is to combine core instruction, assessment, and interventions within a multi-tiered system to increase student achievement and to reduce behavior problems.

Simply put, RTI involves:

- Doing what is involved to teach students
- Teaching students using scientifically validated methods
- Checking regularly to see how well students are learning
- Adjusting instruction as needed to improve student outcomes

CURRICULUM AND INSTRUCTION

Rationale

Student opinion regarding curriculum offerings is extremely important and, therefore, deserves careful analysis and consideration. The degree of student involvement in curriculum development is determined by the student's age, grade level, and maturity. Final determination of course requirements and program consistency will rest with the professionals who are assigned the curriculum development responsibility.

Student Responsibilities:

- To request participation in academic programs and extracurricular activities that are compatible with ability
- To seek assistance in course selection from informed professionals in the school
- To contribute to an atmosphere free from bias and prejudice
- To cooperate fully and exert every effort to achieve mastery of the basic skills

Student Rights:

- To have equal access to educational opportunities offered by their school
- To receive curriculum information that will facilitate informed choices
- To receive instruction in courses of study under competent instructors in an atmosphere free from bias and prejudice
- To participate in appropriate instructional programs in elementary, middle, and high schools

The Board subscribes to the premise that the central purpose of public school education is to provide each student the opportunity to develop to his/her maximum potential. To this end, the Board will encourage the development and implementation of educational programs that will educate the total student: mentally, physically, socially, emotionally, culturally, and morally. Thus, the guiding rationale of the Board in instructionally related matters will be to operate educational programs in which each student will have the opportunity to learn and to grow based on his/her abilities, interests, and motivation. The Board understands that, though all students will not learn all things equally well, all should have an equal opportunity in the pursuit of education; thus, the Board will make every attempt to balance the school system's educational programs to provide for the varied interests and needs of all students and to provide the appropriate courses required by law and by the State Board of Education policies and resolutions.

The Board maintains that curriculum development should be a continuous process that reflects the assessed needs of students in the Bessemer City School System and should be based on current educational practices validated by research. The Superintendent or designee(s) shall be responsible for coordinating and maintaining the instructional program in accordance with the provisions of the State Constitution, State statutes, resolutions of the State Board of Education, and policies of the Board.

ACCREDITATION

The Bessemer City School System is accredited by the AdvancED Accreditation Commission (NCA Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the SACS Commission on Accreditation and School Improvement).

KINDERGARTEN

Kindergarten is available to ALL children who meet the minimum age of five on or before September 1st (2nd)*. A student under the age of five who transfers from a public school kindergarten in another state may be admitted to kindergarten on the prior approval of the board of education. A student under the age of six who has successfully completed kindergarten in another state may enroll in first grade. Kindergarten students are expected to follow the attendance policies of the school system. (*AL Code Sect. 16-28-4-b*)

ELEMENTARY SCHOOL CURRICULUM

- English Language Arts
- Mathematics
- Social Studies
- Physical Education
- Guidance Services
- Music
- Reading
- Science
- STEM
- Computer Awareness
- Health
- Art

MIDDLE SCHOOL CURRICULUM

- English Language Arts
- Social Studies
- Mathematics
- Science
- STEM
- Physical Education
- Health
- Academic Electives
- Guidance Services
- Career & Technical Education
- Exploratory Electives
- Arts Education
- Service Electives
- Four-Year Plan Development (8th grade)

*Extracurricular Activities of Athletics and Clubs

HIGH SCHOOL CURRICULUM

The high school class schedules are based on a seven period day.

- English Language Arts
- Social Studies
- Mathematics
- Science
- STEM
- Career Preparation
- Beginning Kinesiology
- Health Education
- Career & Technical Education
- Arts Education
- Foreign Languages
- Physical Education Electives
- Academic Electives
- Exploratory Electives
- Guidance Services
- Dual Enrollment
- Service Electives
- Four-Year Plan Updated and Implemented

CAREER CLUSTERS, PATHWAYS, AND COURSEWORK

Career clusters in Alabama’s curriculum include courses that identify academic and technical knowledge and skills needed for students to pursue a wide range of career opportunities. Courses provide rigor and relevance for students by linking school-based learning with career-related experiences. Career clusters provide the framework for what students need to know and be able to do. The sixteen clusters are agriculture, food, and natural resources; architecture and construction; arts, audio-visual technology, and communications; business management and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety, corrections and security; manufacturing; marketing; science, technology, engineering, and mathematics; and transportation, distribution, and logistics.

For some career technical courses, such as Work-Based Learning/CO-OP and/or courses that involve leaving the school campus to participate/enroll in a learning environment with business/industry, students must provide their own transportation. Students must complete the Work-Based Learning application process and meet the requirement for approval. *All students who are employed through the Work-Based Learning/CO-OP Programs*

and/or leave the school campus to participate/enroll in a learning environment with business/industry must be prepared to adhere to industry required/OSHA standards or drug testing.

PROMOTION, EARNING CREDITS, AND GRADING

PROMOTION AND RETENTION POLICY (GRADES K-5)

The process for making decisions about promotion and retention of elementary students should take into consideration a variety of factors including age, maturity, motor coordination, capacity for learning, and academic progress. The decision-making process should involve the principal and teacher(s) with THE AUTHORITY FOR DETERMINING PROMOTION AND RETENTION RESTING ENTIRELY WITH THE TEACHER(S) AND PRINCIPAL, except that a kindergarten student may be retained only upon approval/agreement of the student's parents/guardians. If a student needs to be retained based on the teacher's opinion of the student's academic performance and/or other factors, the parents/guardians of that student should be informed as early in the school year as possible. In all cases, the decision of whether a student should be promoted or retained shall be made on the basis of which grade placement provides the student a better chance of progressing in his/her educational development (*Policy 7.3.5*).

PROMOTION AND RETENTION POLICY (GRADES 6-8)

Students in grades 6, 7, and 8 must pass all four (4) courses/subjects (English, mathematics, science, and social studies) and one additional subject.

Students who do not pass the required courses/subjects each year will be retained at their current grade level with the following exceptions:

1. A student who does not meet the established criteria for promotion may be retained one time in grades 6 – 8 if the student has been previously retained in grades K-5;
2. A student who does not meet the established criteria for promotion may be retained twice in grades 6 – 8 if the student has not been previously retained in grades K – 5;
3. A student should not be retained in middle school if the student will reach his/her sixteenth (16th) birthday during the following academic year

Students will be provided an opportunity to recover up to two courses/subjects during a summer program. Students who do not pass the required core courses/subjects for promotion are strongly encouraged to attend the summer program to pass the required course(s) for promotion. Students may be promoted only at the end of the school year or after summer school. No students will be promoted at midyear.

PROMOTION AND RETENTION POLICY (GRADES 9-12)

Students entering high school as first-time freshmen during the 2018-2019 school year and beyond must earn the minimum number of Carnegie units (credits) necessary for grade placement above grade 9 as indicated below:

10th Grade – 6 11th Grade – 12 12th Grade – 18 Graduation – 24

Students who entered high school as first-time freshmen between the 2015-2016 and 2017-2018 school years must earn the minimum number of Carnegie units (credits) necessary for grade placement above grade 9 as indicated below:

10th Grade – 7 11th Grade – 14 12th Grade – 21 Graduation – 24

PROMOTION OF SPECIAL EDUCATION STUDENTS

Promotion of any student in a special education program with the exception of gifted students must be based on the student's accomplishments of goals stated in the Individualized Education Program in conjunction with all other regular program requirements. However, a special education student (except gifted) may not be placed at any grade level unless the student has attended school for a commensurate number of years equal to the proposed grade placement; that is, for a special education student to be placed at the sixth-grade level, he/she must have been enrolled in school for at least 5 years.

CREDIT IMPROVEMENT (GRADES 9 - 12)

Credit improvement allows students who may need or want to take a course for additional credit an opportunity to do so. Students may attempt credit improvement through advancing credit, obtaining credit, recovering credit and/or repeating credit. The alternative academic and administrative options at the Alternative School, and the BCS Homebound Education also utilize credit improvement opportunities for the students.

Admission and eligibility requirements of various organizations are subject to change, and it is the student's responsibility to consult with outside organizations such as universities, the AHSAA, NCAA, etc. to determine how credits earned through credit improvement (advancing credit, obtaining credit, recovering credit and repeating credit) might affect eligibility, admissions, or status.

A credit improvement application is required for participation. The application may be requested from the school. The application must be signed by the parent or guardian, the student, the high school counselor or administrator.

Credit improvement incorporates the use of technology and curriculum provided through one or a combination of the following:

- **ACCESS (Alabama Connecting Classrooms, Educators and Students Statewide) Virtual Learning**
 - For more specific information, students should contact their school counselors or visit the ACCESS Virtual Learning website at <http://accessdl.state.al.us/>
- **NOTE: The NCAA has approved fifty-one ACCESS courses. The list of courses may be found at www.eligibilitycenter.org. *Credit Recovery/Credit Advancement courses available through ACCESS, are NOT accepted by the NCAA for eligibility purposes***
- **A+NYWHERE (A+) Learning System** – A+ is provided by the Bessemer City School System. None of the courses offered through A+NYWHERE Learning Systems are approved by NCAA
- **Acellus** – Acellus provides video instruction online through distance education

CREDIT ACCELERATION - ADVANCING CREDIT

This program allows students who already know most of the standards taught in a particular course and who are not currently enrolled in the course to prove mastery of course content by successfully completing a pretest and posttest in that subject. Students may attempt credit advancement in math, English, science (excluding biology, physical science and chemistry as directed by the ALSDE), social studies and elective classes.

The tests used for credit advancement are locally approved computer-based or paper-pencil exams. Students interested in attempting credit advancement should contact their high school's academic advisor to schedule an appointment.

All computer-based credit advancement exams will be given on an electronic device at the high school. Both computer-based and paper-pencil exams will be proctored by the principal's designee at the high school. There is no fee to participate in credit advancement. Parent permission is required to participate in credit advancement. The permission form may be obtained from each high school. This form must be signed by the parent or guardian, the student, the high school counselor, and the high school principal.

Credit advancement exams can be taken within the first five days of each semester, the last ten days of each semester, and during the month of June. Students attempting credit advancement will take a pretest for the course. If the student earns at least an 80 on the pretest, then he/she will take a comprehensive posttest. The student will need to schedule an appointment to take the posttest. The posttest must be taken within one week of the results of the pretest being released to the student.

Students are permitted to take the posttest on the same day as the pretest if an appointment to do so is available. If the student makes at least an 80 on the posttest, then he/she will receive credit for the course. The final grade earned on the pretest and the posttest will be averaged. The numeric average will serve as the final grade and will be posted directly to the transcript in a separate column indicating that the credit was earned through credit advancement. Credit advancement courses are not weighted. If the student earns below an 80 on the pretest, then he/she is not eligible to take the posttest or to receive credit for the course.

There is not a limit on the number of credits that a student can earn through credit advancement; however, students will be permitted to attempt credit advancement only one time per course. All rising ninth grade through twelfth grade Bessemer City School System students are eligible to attempt credit advancement.

Any credit obtained for a course through this program is not approved by NCAA.

CREDIT OBTAINMENT

Students who may need or want to take a course for additional credit may participate in this program. Students can attempt credit obtainment in math, English, science, social studies and elective classes. Unlike credit advancement, students will take the course in its entirety; therefore, a pretest will not be administered. Credit obtainment is an alternative to the traditional approach to course completion. Using this program, students must take the entire course and the course is not weighted.

Students eligible for credit obtainment will:

- Be a transfer student whose deficit in the required credit(s) is(are) not due to failure of the course OR
- Be a student who exhibits the desire to earn more than the traditional credits allotted in the school year

There is not a limit on the number of credits that a student can earn through this program.

Whether or not a credit obtained for a course through this program is approved by NCAA depends on how the instruction is provided. For example, a course taken through ACCESS Virtual Learning is approved by NCAA.

CREDIT RECOVERY

In accordance with guidelines established by the Alabama State Department of Education, the Bessemer City School System offers students who have received failing grades in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring students to repeat the entire course.

In order to be accepted students will:

- Have an overall average of 40-59 in the course they seek to recover credit;
- Will only complete the standards from the course that caused them to fail. The identification of the standards that caused the student to fail is performed through a computer-based course and skill-specific diagnostic tool. This prevents the student from having to redo the entire course and allows them to recover the lost credit in a much shorter time frame;
- Provide their own transportation to credit recovery classes when attending the after-school sessions;
- Pay course fee;
- The maximum grade a student can receive in Credit Recovery is a 60;
- The original failing grade shall stay on the permanent record and be included in computing the student's overall Grade Point Average;
- The credit recovery grade shall be included in computing the student's overall Grade Point Average

Transfer students from non-AdvancED accredited or home schools who fail the validation tests with a score of 40-59 for any core courses are also eligible for Credit Recovery.

Any credit obtained for a course through this program is not approved by NCAA.

REPEATING CREDIT

This program is primarily for those students who made less than a 40 in the class they failed. Using this program, students must retake the entire course. Instruction may be provided traditionally or non-traditionally. Also, students who are eligible for Credit Recovery, but want to try and achieve higher than a 60 on their transcript for a course they failed may choose this option because students will be expected to complete all objectives from the course they failed.

Whether or not a credit obtained for a course through this program is approved by NCAA depends on how the instruction is provided. For example, a course taken through ACCESS Virtual Learning is approved by NCAA, but a course taken through A+NYWHERE Learning System is currently not approved by NCAA.

VIRTUAL LEARNING PROGRAM

Through the BCS Virtual Learning Program, the Bessemer City School System provides students in grades 9-12 the option to complete courses by way of an online, virtual platform through ACCESS Virtual Learning. The virtual courses, which align with the Alabama College and Career Ready Standards, offer students the benefits of time, flexibility and program customization. Students who utilize the virtual program also assume increased responsibility in personal time management, organization, self-direction, and personal discipline to complete course and school requirements (*Policy 7.18*).

SUMMER PROGRAMS

SUMMER PROGRAM-CREDIT IMPROVEMENT (GRADES 9-12)

The Bessemer City Board of Education may operate a summer program when needed to serve the educational goals of the Bessemer City School System. All summer sessions will comply with Alabama law and current administrative code. The following procedures apply to the operation of a summer program by the Bessemer City School System:

1. Prior to enrolling in a summer program course, the student must obtain written permission for each class from his or her principal or the principal's designee. Credits earned without prior approval of the principal or the principal's designee will not be recognized.
2. Course content for the Summer Program is determined by the Alabama Course of Study/Alabama College and Career Ready Standards for the particular course; mastery of the course content is determined in the same manner as for a course taught during the regular school year.
3. A student shall not earn credit toward graduation for a course that duplicates course content for which credit has already been awarded. A student shall not earn credit toward graduation for a course whose content is subsumed by a course for which credit has already been awarded. 290-3-1-02(8)(c)1-2

SUMMER PROGRAM (GRADES 6-8)

Summer program courses are intended for makeup work only. Failed courses must be retaken on a course-by-course basis. A student who does not pass course work may attend an Alabama State Department of Education approved summer program.

The following procedures apply to the operation of summer programs by the Bessemer City School System:

1. A student may make up no more than two (2) courses in any given summer program session.
2. Students must obtain the written permission of the school principal or the principal's designee to enroll in summer program courses.

DETERMINING PROMOTION AND RETENTION USING SUMMER SCHOOL CREDIT (GRADES 6-12)

Summer school grades will not be averaged with regular school year grades to determine passage or failure of a course or a portion of a course. Promotion and retention determinations for students are made by the appropriate school staff.

SUMMER PROGRAM AVAILABILITY AND COSTS (GRADES 6-12)

The Bessemer City School System receives no funding for summer programs; therefore, the costs associated with the operation of summer programs shall be the responsibility of the enrolled student.

ERRORS AND OMISSIONS (GRADES 6-12)

The student and parent(s) or guardian(s) are to be held responsible for errors in subject selection and appropriate approvals unless the above procedures are followed.

UNIFORM GRADING

Rationale

An academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Academic grades will not be used as a means of maintaining order in a classroom.

Student Responsibilities:

- To become informed of the method of grade determination in each class
- To maintain standards of academic performance equal to ability and to make every effort to improve performance upon receipt of notification of unsatisfactory progress

Student Rights:

- To be knowledgeable of a teacher's method of grade determination in each class at the beginning of each year or semester course
- To receive periodic progress reports

A numerical system will be used as the uniform grading scale. The key to grades should be listed on the report cards and permanent records. Each teacher should have a minimum of one grade per week (homework, daily work, tests, etc.) for each week in a grading period. Grades may not vary from this scale without board approval.

A = 90 – 100% B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 0 – 59%

Transcripts containing letter grades from a regionally accredited school will be converted to numerical grades if school officials of the school the student previously attended cannot or will not convert the letter grades to numerical grades. The letter grades will be converted to numerical grades as follows:

A+ = 99	B+ = 89	C+ = 79	D+ = 69	F = 59 or below
A = 95	B = 85	C = 75	D = 65	
A- = 90	B- = 80	C- = 70	D- = 60	

REPORT CARDS

Reports cards are for transmitting an evaluation of student progress to the student and his/her parents/guardians. Report cards and progress reports for elementary, middle, and high schools will be issued at least four (4) times during the scholastic year.

INOW PARENT PORTAL

The INOW Parent Portal provides parents and students with a way to check grades, assignments, attendance, and discipline using the internet. To use the program, you must first obtain a username and password, which will be sent home from schools. To access the website, go to <https://sis-bessemerciry.chalkableinformationnow.com/informationnow>. The INOW Parent Portal can be accessed through any device with internet access, including smartphones and iPads. If your child's information is not available, please contact the school for assistance.

FINAL COURSE GRADE (GRADES 9 - 12)

HALF-CREDIT, TWO NINE-WEEK COURSES

For one-half credit, two nine-week grading period courses, a mandatory comprehensive exam will be administered at the end of the first nine-week grading period. The weight assigned to the comprehensive exam will be determined by the teacher of the course and will not exceed 20% of the nine-week grade. For half-credit, two nine-week grading period courses, comprehensive final exams will count twenty percent (20%) of the **final grade**. The sum of the two nine weeks' averages will be multiplied by two and added to the course final exam grade. This total will be divided by five to get the course final grade.

Mandatory comprehensive final examinations are administered to all students except those students meeting the exemption criteria. The final course grade for students in grades 9 through 12 who meet exemption criteria will be determined from the average of the two nine weeks' grades.

ONE CREDIT, TWO NINE-WEEK COURSES

For one credit, two nine-week grading period courses, a mandatory comprehensive exam will be administered at the end of the first nine-week grading period. The weight assigned to the comprehensive exam will be determined by the teacher of the course and will not exceed 20% of the nine-week grade. The comprehensive final exam administered at the conclusion of the course will count 20% of the **final grade** for the course. The sum of the two nine weeks' averages will be multiplied by two and added to the course final exam grade. This total will be divided by five to get the course final grade.

Mandatory comprehensive final examinations are administered to all students except those students meeting the exemption criteria. The final course grade for students in grades 9 through 12 who meet exemption criteria will be determined from the average of the two nine weeks' grades.

ONE CREDIT, FOUR NINE-WEEKS

For one credit, four nine-week grading period courses, mandatory comprehensive exams will be administered at the end of the first, second, and third nine-week grading periods. The weight assigned to each comprehensive exam will be determined by the teacher of the course and will not exceed 20% of the nine-week grade. The comprehensive final exam administered at the conclusion of the course will count 20% of the **final grade** for the course. The sum of the four nine week's averages will be added to the course final exam grade. This total will be divided by five (5) to get the course final grade. Mandatory comprehensive final examinations are administered to all students except those meeting the exemption criteria. The final course grade for students in grades 9 through 12 who meet exemption criteria will be determined from the average of the four nine week's grades.

DROPPING COURSES

A student may withdraw from a course during the first four (4) days of the course with the permission of the Principal. Schedules will not be changed after the fourth day of the term/semester. A fee of \$5.00 is required for any schedule change initiated by the student. No schedule changes will be made in contradiction to teacher recommendations unless a parent signs an override form.

REQUIRED AND OPTIONAL EXAMINATIONS

REQUIRED EXAMINATIONS – SCHOOL GENERATED

The periodic use of teacher-made examinations assists school system personnel in evaluating student learning and achievement and provides a means for assessing the effectiveness of the teaching-learning process in the schools. Hence, the Board encourages teachers to ensure that students are provided with meaningful opportunities to engage in the preparation for and completion of comprehensive examinations. Comprehensive exams must be administered at the end of each nine-week grading period in both half-credit and full-credit courses.

The grade earned on each comprehensive exam (excluding the comprehensive final exam administered during the conclusion of the last nine-weeks of a course) will be used in calculating each nine-week grade. The weight assigned to each comprehensive exam will be determined by the teacher of the course and will not exceed 20% of the nine-week grade. The comprehensive final exam administered at the conclusion of the course will count 20% of the **final grade** for the course. Written examinations or other assessment techniques which measure student mastery of the content may be used. Assessments may include portfolios, products, performances, research papers, or projects. Further, teachers should have a minimum of one weekly grade (homework, daily assignments, tests, etc.) for each student in each grading period.

EXAM EXEMPTION PROCEDURE

One-Half Credit and One Credit (One and Two Nine-Week Courses)

In order to be exempt from a final exam at the end of a one-half credit or a one credit, two nine-week grading period course, a 9 through 12 grade student must:

- Possess an A (90-100%) average with 3 or fewer absences, or
- Possess a B (80-89%) average with 2 or fewer absences, or
- Possess a C (70-79%) average with 1 or fewer absences, **AND**
- Have no discipline referrals that result in detention or suspension during the term/semester

The final course grade for students in grades 9 through 12 who meet exemption criteria will be determined from the average of the two nine-week grading period for both a one-half credit and a one credit course.

One Credit (Four Nine-Week Courses)

In order to be exempt from a final exam at the end of a one credit, four nine-week grading period course, a 9 through 12 grade student must:

- Possess an A (90-100%) average with 6 or fewer absences, or
- Possess a B (80-89%) average with 4 or fewer absences, or
- Possess a C (70-79%) average with 2 or fewer absences, **AND**
- Have no discipline referrals that result in detention or suspension during the school year

The final course grade for students in grades 9 through 12 who meet exemption criteria will be determined from the average of the four nine-week grading periods for a one credit course.

REQUIRED EXAMINATIONS - SYSTEM AND STATE GENERATED

In addition to the exams administered by the teachers of the course, the Bessemer City School System administers tests mandated by the Alabama State Department of Education to help students benchmark their progress through school so they will be better prepared for their chosen careers and post-secondary studies.

Pre-ACT (Grade 10)

Tenth grade students in the Bessemer City School System take the Pre-ACT. The Pre-ACT is a paper-based, multiple-choice test in the same four subjects that appear on the ACT: English/Language Arts, math, reading, and science. It will not include a writing section. The Pre-Act is designed to prepare 10th grade students for the ACT, which will be taken in 11th grade. The point of the test is to help students get a better sense of where they would score on the ACT and how much more they need to prepare.

ACT with Writing (Grade 11)

Eleventh grade students in the Bessemer City School System take the *ACT with Writing*. This provides all students one opportunity to test at their local school free of charge. The *ACT with Writing* assessment contains four curriculum-based tests that measure academic achievement in English, mathematics, reading, and science reasoning plus a writing test. The assessment measures academic development based upon a student's skills in applying content knowledge and reasoning skills acquired in his or her course work. *ACT with Writing* is an assessment used for college admission and scholarships. More information, including additional testing dates and sample test questions, may be found at www.act.org.

ACT WorkKeys (Grade 12)

Twelfth grade students in the Bessemer City School System will take the *ACT WorkKeys*. *ACT WorkKeys* is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. As part of ACT's Work Readiness System, *ACT WorkKeys* has helped students build their skills to increase global competitiveness and develop successful career pathways. Successful completion of *ACT WorkKeys* assessments in Applied Math, Graphic Literacy, and Workplace Documents can lead to earning ACT's National Career Readiness Certificate (NCRC), a portable credential. KeyTrain may still be used as a practice or remediation tool.

CIVICS TEST (Grade 12)

Twelfth grade students in the Bessemer City School System will take a Civics test during the American Government course. The components of the test are: Civics, Geography, American Government, and US History. The exam will be similar to the United States Citizenship and Immigration Services (USCIS). Students who do not obtain a passing score may retake the test until he or she obtains a minimum passing score of 60. **The Civics test is a graduation requirement and NOT a state assessment.**

OPTIONAL COLLEGE AND CAREER READINESS EXAMINATIONS

PSAT – National Merit Scholarship Qualifying Test

The Preliminary SAT (PSAT) is the National Merit Scholarship Qualifying Test (NMSQT) that measures critical reading skills, math problem-solving skills, and writing skills. By taking the PSAT, students can become familiar with the SAT and see how their scores on a college entrance exam compare nationally with other students applying to college. Students in the 10th grade may take the test for practice. Students must test during their junior year to be considered for National Merit Scholarships. Being selected as a National Merit Scholar is one of the highest academic honors that a student may earn.

The anticipated national test date for the 2019-2020 school year is Wednesday, October 16, 2019. Students must register with their school counselors at least six weeks prior to the test date. Payment is required at

the time the student registers for the test. More information about PSAT, including sample test questions, can be found at www.collegeboard.org.

PSAT 8/9

The PSAT 8/9 is a test that helps students and their teachers determine the academic areas students need to work on most so that they are ready for college when they graduate from high school. The PSAT 8/9 assesses the same skills and knowledge as the SAT, PSAT/NMSQT, and PSAT 10 in a way that makes sense for their grade level. Schools choose a fall date between late September 2019 and late January 2020 or a spring date between late February 2020 and early March 2020. The PSAT 8/9 establishes a baseline measurement of the students' college and career readiness as they enter high school. It also gives students a chance to preview the SAT, PSAT/NMSQT, and PSAT 10 and connect to AP courses.

When students get their test results, they may connect their College Board and [Khan Academy](https://www.khanacademy.com)[®] accounts to get free personalized study recommendations. The test results for students in ninth grade will let them know if they should consider taking AP European History.

SAT and SAT Subject Tests

The SAT and SAT Subject Tests are a set of tools designed to assess student's academic readiness for college. More information about the SAT and SAT Subject Tests, including sample test questions, may be found at www.collegeboard.org.

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. More information about the ASVAB, including sample test questions, may be found at www.official-asvab.com.

HOMEBOUND SERVICES

The Bessemer City School System provides homebound instructional services for eligible students. For students with a disability, or who are suspected of having a disability, the eligibility requirements for homebound services, and the services to be provided during the homebound placement, will be made exclusively by the IEP team or Section 504 team and will be based upon the individual needs of each student. Eligibility for students with a disability, or who are suspected of having a disability, will not be subject to the District's restrictions for homebound services that may apply to students who are not disabled or not suspected of having a disability. For any non-disabled student, eligibility will be considered upon the written documentation provided by a physician, psychiatrist, or psychologist. For non-disabled students, the written documentation provided must justify an expected absence from school of at least four weeks.

SPECIAL EDUCATION

1. An Individual Education Program (IEP) meeting will be conducted with appropriate team membership to determine if homebound instructional services are appropriate based on the student's needs.
2. If homebound services are needed, the IEP team will develop a plan for the appropriate services to be provided. The profile page, service page, and Least Restrictive Environment (LRE) must be changed.
3. Provide a copy of the amended IEP to the Special Education Department.
4. Schedule an IEP Team meeting to review the LRE within 45 days.
5. Assure that the homebound teacher is notified of any changes to homebound services after any subsequent IEP Team meeting.

SECTION 504

1. A 504 team meeting will be conducted with appropriate team membership to determine if homebound instructional services are appropriate based on the student's needs.
2. If homebound services are needed, the 504 team will develop a plan for the appropriate services to be provided.
3. Provide a copy of the amended 504 plan to the Director of Curriculum & Instruction.
4. Schedule a 504 Team meeting to review the LRE within 30-45 days.
5. Assure that the homebound teacher is notified of any changes to homebound services after any subsequent 504 Team meeting.

NON-DISABLED

Eligibility for homebound instructional services for students without a disability (students who do not qualify for special education or Section 504) will be considered based upon the written documentation provided by a physician, psychiatrist, or psychologist. For non-disabled students, the written documentation provided must justify an expected absence from school of at least four weeks.

1. The parent or guardian must submit a Homebound Instructional Services Referral Form to the school.
2. The parent or guardian must provide the school with an update from the attending physician every four weeks.
3. The principal and /or principal's designee, in consultation with their region's Director of Curriculum and Instruction, will evaluate the request for services and determine eligibility.
4. The Homebound Instructional Services Student Referral form is to be completed and submitted to the central office in a timely manner.
5. A student will be counted absent from school prior to the date services have been approved. After approval for services, a student must be counted present when calculating attendance.
6. The services to be provided will be developed through a collaborative effort of the school principal, classroom teacher(s), parents, and may include any others who have knowledge of the student's individual needs.
7. The student's classroom teachers will work collaboratively with the homebound teacher to provide course content standards, class assignments, and other projects as dictated by the homebound instructional plan.
8. At the conclusion of the student's homebound placement, a transition plan for the student to return to school will include a referral to the local school's 504 team to assure all needs are met.
9. Maintaining good communication throughout the homebound placement is essential, and is a responsibility shared by the parent, school, and homebound teacher.

PROGRAMS AND ACTIVITIES

RESPONSE TO INSTRUCTION (RTI) AND PROBLEM SOLVING TEAMS (PSTs)

The purpose of Response to Instruction (RTI) is to improve educational outcomes for all students. Specifically, RTI provides early intervention to struggling learners in general education settings. RTI provides a continuum of evidence-based, tiered interventions with increasing levels of intensity and duration. The central components of RTI provide procedures that will assist Problem Solving Teams (PSTs) in their team meetings, data collection, and monitoring of a student's response to instruction. Response to Instruction is defined as an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social emotional, and behavioral needs. RTI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems (ALSDE, 2009).

CHILD FIND – SECTION 504 SERVICES

The Bessemer 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 teacher or call the Director of Curriculum and Instruction at (205) 432-3005.

SECTION 504 OF THE REHABILITATION ACT OF 1973

The intent of the law is to keep students and parents fully informed concerning decisions about identification and placement and to inform students and parents of their rights. The Director of Curriculum and Instruction is the Section 504 Coordinator for the Bessemer City School System and is responsible for assuring that the school system complies with requirements outlined in Section 504 concerning students with disabilities. Under Section 504 of the Rehabilitation Act of 1973, students with qualifying disabilities have the right to receive a free appropriate public education, which includes the right to an education with students without disabilities to the maximum extent appropriate.

In particular, the enabling regulations for Section 504, as set out in 34 CFR Part 104, provide parents and/or students with the following rights:

- Your child has the right to an appropriate education in the least restrictive environment that is designed to meet his/her individual education needs as adequately as the needs of nondisabled students are met
- Your child has the right to free educational services, except for those fees that are imposed on nondisabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student
- Your child has a right to nondiscrimination and to facilities, services, and activities that are comparable to those provided for nondisabled students
- Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change of placement

- Placement decisions must be made by a group of persons (i.e., the Section 504 committee), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities
- You have the right to examine relevant records prior to any action by the District in regard to the identification evaluation, or placement of your child upon request
- You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement. You have the right to participate and be represented by an attorney at your expense
- You have the right to obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records
- You have the right to receive a response from the school district to reasonable requests for explanations and interpretations of your child's records
- You have the right to request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child
- You may challenge the actions of the District's Section 504 Committee in regards to your child's identification, evaluation, or educational placement, by filing a complaint with the District's Section 504 Coordinator within 30 calendar days from the time you received written notice of the Section 504 Committee's actions(s). A due process hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing
- You have the right to participate in the hearing and to be represented by counsel if you choose. If you disagree with the decision of the impartial hearing officer, you have a right to request a review of the decision in a court of competent jurisdiction
- On Section 504 matters other than your child's identification, evaluation, and/or placement, you likewise have a right to file a complaint with the District's Section 504 Coordinator, who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution
- You have a right to file a complaint with the Office for Civil Rights. The contact information is as follows: *Office for Civil Rights, U.S. Department of Education 61 Forsyth Street S.W., Suite 19T70, Atlanta, GA 30303-3104. Telephone: (404) 562-6350. Fax: (404) 562-6455. Email: OCR.Atlanta@ed.gov*

SCHOOL BUS CODE

Responsibilities of Transported Student

The School Bus Code is a supplement of the Board's Disciplinary Code and has been adopted to enhance safety for all students, board staff, and the general public. The school bus is considered an extension of the classroom and all Bessemer City Board of Education rules apply while being transported and while waiting at the bus stops. Food items may be transported; however, they may not be eaten or visible.

The violation of any school bus rule may result in suspension from the bus in addition to any other disciplinary action prescribed in this *Parent-Student Handbook*.

- Transportation services are a privilege, not a right
- Transportation is available to all Bessemer City School students that live beyond the legally prescribed two (2) mile walking distance from their zoned school (Safety Exception)
- Students will be assigned to a particular school bus by the appropriate transportation personnel. Students are not permitted to ride any bus other than their regularly assigned bus without written permission from a school administrator
- Each student will ordinarily be transported to or from a bus stop in proximity to his/her residence. If a student is to be transported from school to an address other than his/her residence, he/she must go to the same address every day
- There will be no transportation provided for students wishing to go to another address for occasional visits, parties, extracurricular activities or other social events, except upon written request by the student's parent or guardian, specific written permission from a school administrator and transportation supervisor
- The location of bus stops shall be determined at the sole discretion of the Transportation Department. All requests for a new/changed bus stop location must be made in writing to the school principal and then forward to the Transportation Department. The Transportation Department will make the final decision after conferring with the local school principal
- Only students living along a bus route will be assigned to the bus serving that route. Other students will not be allowed to ride unless written permission is obtained from the appropriate transportation personnel
- If a student misses the bus at their assigned stop, they should find other means of transportation to school on that occasion and never chase a bus down to another stop. This creates a very dangerous situation for the students which could result in serious injury. Chasing a bus down to board at another stop may result in a bus suspension
- In emergency situations, the Transportation Department reserves the right to change bus routes in order to get all the children home in a timely and safe manner. This may include combining double run routes into single run routes which could result in elementary and high school students riding the bus together in these instances

Video cameras will be placed on school buses to be used as a tool for school personnel to monitor behavior, and shall not limit the bus driver's authority or the discretion of a school official in implementing and enforcing the provisions of the *Parent-Student Handbook* and this School Bus Code. Any carry-on equipment (i.e., book bags, band instruments or uniforms, sports equipment, science projects, school fundraisers items, etc.) must be held by the student owner or placed under the seat and must not interfere with either the seating or the safety of other students on the bus.

Transportation

Parents and students should be aware that the sole purpose of a school bus is to transport students safely to and from school. Since the school bus driver carries this heavy burden of responsibility, the school bus is considered an extension of the classroom and all Bessemer City Board of Education rules apply.

The following guidelines are to be followed when riding the bus. Any student not abiding by these guidelines may be subject to discipline as outlined in the **DEFINITIONS AND RULES RELATING TO FORMAL DISCIPLINARY ACTION** in this publication.

- Students will be picked-up and dropped-off at their residence or designated bus stop only
- Students should be at the bus stop at least ten (10) minutes prior to the designated time
- Once students arrive at their school bus stop, they are subject to the rules of the school system
- Students must obey instructions given by the driver
- Students must be courteous to fellow pupils and the bus driver (Do not annoy other students)
- Playing, threatening, and/or fighting are not permitted on or around the bus or at bus stops
- Students should remain silent when approaching and crossing railroads
- Students should talk only in a normal voice and not use profane or obscene language
- Students should remain properly seated, not change seats
- Students should keep all body parts and objects inside the bus
- Students are not allowed to eat, chew gum, drink, smoke, or strike matches and lighters on the school bus
- Weapons of any kind are not permitted on the bus
- Students are not allowed to tamper with any of the equipment on the bus, especially **ALL** emergency exits
- Students are not allowed to litter the bus, or throw objects within or outside the bus

- Students are not allowed to leave the bus except at the regular bus stop without written permission from the administration
- No objects should be transported on a school bus that may compromise the safety of the students or the driver. (This includes, but is not limited to animals, fireworks, sharp objects, glass, balloons, and any other objects that could obstruct a driver’s vision, distract a driver’s attention, or otherwise endanger the lives of anyone who rides a school bus)
- Books, packages, coats, band instruments and other items should not be in the aisles or in the driver compartment and should not be left on the bus. These items must be held in the child’s lap and must not occupy the seat of another child
- Students are not allowed to transport Prescription or Non-Prescription medications on the bus
- **The use of cell phones or other personal electronic communication devices are prohibited**

DISCIPLINARY INCIDENT DEFINITIONS FOR TRANSPORTED STUDENTS

Every student who utilizes transportation services is subject to the Bessemer City Code of Student Conduct. Failure to comply with following rules may result in an office referral and may result in permanent removal from the bus.

Class I- Minor School Bus Offenses

101. **Excessive Distraction of other students** – Any conduct and/or behavior which is disruptive to the orderly operation of the school bus (e.g., excessive talking, provoking students, moving from assigned seat on the school bus, etc.)

102. Failure to follow proper procedure at bus stops including, but not limited to the failure to do the following:
 - a. Walk on the left, facing traffic, to the bus stops and stay off the roadway at all times while waiting on the bus.
 - b. Be at your stop ahead of the scheduled bus arrival time and be prepared to board the bus.
 - c. Wait until the bus comes to a **COMPLETE** stop and a signal from the driver before attempting to get on or off.
 - d. Cross the roadway, if necessary after leaving a bus, in the following manner:
 - Make certain that the bus is stationary
 - When exiting from the bus, stand on the side of the road at a point 10 feet in front of the bus and wait for proper signal to cross
 - Upon a signal from the driver, look to the right and left and proceed across the roadway in front of the bus. **NEVER CROSS BEHIND THE BUS!!**

103. Use of profane or indecent language

104. Blocking, restricting, or otherwise placing objects on or in the aisle, steps or emergency exits on school bus
- a. **1ST BUS INFRACTION** - Conference with student, warning, parent notification
 - b. **2ND BUS INFRACTION** - Conference with student, one (1) day bus suspension, parent contact required
 - c. **3RD BUS INFRACTION** - Conference with student, three (3) day bus suspension, parent conference required
 - d. **4TH Bus INFRACTION** - Fourth and each subsequent infraction will be treated as a class II offense

CLASS II- INTERMEDIATE SCHOOL BUS OFFENSES

201. Battery upon students – Actually and intentionally touching or striking another student against the will of the other
202. Leaving class or campus without permission or entering or exiting the school bus before it has come to a complete stop
203. Directing obscene or profane language to a school system employee
204. Intermediate disruption on a school bus
205. Throwing or expelling anything from the school bus
206. Failure to keep head, hands and feet inside the bus windows at all times
207. Tampering with door handles and other safety equipment at any time unless directed to do so while on the bus
- a. **1ST INTERMEDIATE BUS INFRACTION** - Conference with student, and five (5) day bus suspension, parent will be contacted
 - b. **2ND INTERMEDIATE BUS INFRACTION** - Conference with student ten (10) day bus suspension, parent conference
 - c. **3RD INTERMEDIATE BUS INFRACTION**- Student's bus privileges will be revoked

CLASS III & IV - MAJOR SCHOOL BUS OFFENSES

Any Class III and IV offenses occurring on a bus or at a bus stop will be considered a major bus infraction. Students will be suspended pending hearing. Exceptional Education and Section 504 students will be disciplined according to current policies for students with disabilities.

Student Arrival at School/Dismissal at End of School Day

Students not transported by bus (i.e. car riders and/or van riders) should not arrive prior to the arrival of the first bus since supervision is not available. It is the parent's responsibility to pick up their student when school dismisses. Habitually late pick-ups may be reported to the police department or The Department of Human Resources. Bessemer City Schools offers bus services for all students K-12.

FREE SPEECH/EXPRESSION

Rationale

Citizens in our democracy are guaranteed, self-expression under the First and Fourteenth Amendments of the Constitution of the United States; therefore, in a democratic society, one of the basic purposes of education is to prepare students for responsible self-expression.

Student Responsibilities:

- To respect the rights of others and to express disagreement in a manner which does not infringe upon the rights of others and does not interfere with the orderly educational process
- To act in a manner which preserves the dignity of all persons
- To plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school

Student Rights:

- To form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous, libelous, or disruptive to the educational process
- To affirm identity with the American ideals as are exemplified in the Constitution of the United States
- To refrain from any activities which violate the precepts of their own religion

PLAGIARISM AND ACADEMIC DISHONESTY

Integrity means to integrate one's values and beliefs into every activity that is undertaken. The Bessemer City School District believe that honesty is right and that stealing and cheating are wrong. Academic integrity means doing one's own work to the best of one's ability, without the unauthorized help of assistance of someone else. Therefore, in an effort to foster academic integrity in all Bessemer City students, this honor code has been created to help students recognize, understand, and practice ethical conduct with regard to their academic assignments.

There are various academic scenarios pertaining to the completion of academic assignments that would be considered unethical. These instances include, but are not limited to the following:

- Cheating – copying another student's work, and is inclusive of both giving and receiving information on an academic assignment,
- Plagiarism - defined as either the intentional or unintentional use of another person's words, ideas, or data without providing the proper acknowledgement of the source through quotations, references, or footnotes
- Fabrication/Falsification – scenario in which one either invents or distorts the origin or content of information used as authority. This is inclusive of citing a source that does not exist, citing information from a source that does not actually contain the information that was cited, as well as listing a bibliography source when the source was neither referenced nor cited in the assignment

Generally, when academic assignments are made, the expectation is that each student will do their own work without the help or assistance of others. Exceptions to this expectation might include group projects in which the teacher authorized certain students to work together on a particular assignment. When instances of academic dishonesty have been discovered, typically, either reduced credit or possibly no credit (i.e., a “zero”) will be awarded. Further instances of academic dishonesty will be documented in the student’s individual conduct file and additional consequences may also be assigned as applicable to the particular incident.

PRIVACY AND PROPERTY RIGHTS

Rationale

Federal and state laws provide persons with a reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school’s responsibility to protect the health, safety, and welfare of all students.

Student Responsibilities:

- To attend school-related activities without bringing materials or objects prohibited by law or Board policy or which detract from the educational process
- To respect the property rights of their fellow students, as well as those of others on school grounds or at school activities, and to refrain from destruction of, or damage to, such property

Student Rights:

- To maintain privacy of personal possessions unless appropriate school personnel have reasonable cause to believe a student possesses any object or material which is prohibited by law or Board policy
- To attend school in an educational environment in which personal property is respected

STUDENT RECORDS

Rationale

Student records will be maintained by the schools and will be used in making appropriate educational decisions for the students. All information regarding students and their families will be collected, maintained, and distributed under safeguards of privacy. These safeguards may be obtained through informed consent, verification of accuracy, limited access, selective discard, and appropriate use.

Student and Parent/Guardian Responsibilities:

- To inform the school of any information that may be useful in making appropriate educational decisions

Student and Parent/Guardian Rights:

- To inspect, review, and challenge the information contained in records, directly relating to the student
- To be protected by legal provisions that prohibit the release of personally identifiable information to anyone other than legally authorized persons without the consent of the parent(s), guardian, or eligible student

STUDENT PUBLICATIONS

Rationale

Education is the process of inquiring and learning, acquiring and imparting knowledge, and exchanging ideas. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects.

Student Responsibilities:

- To refrain from publishing libelous or obscene materials deemed disruptive to the educational process
- To seek full information on the topic about which they write
- To observe the accepted rules for responsible journalism under the guidance of the faculty advisor and/or principal

Student Rights:

- To participate, as part of the educational process, in the development and distribution of publications

DRESS CODE

Pre-K and Elementary

A standardized dress code for Bessemer City Schools has been adopted to ensure that all students are provided safe and appropriate educational opportunities which are free from unnecessary disruptions or outside influences and to instill in students the need to dress appropriately and have respect for each other and authority. For young people, especially teenagers who are beginning to find their true identities in the middle of peer-pressure and parent prodding, dress is an important issue. For the younger children, lifetime habits of taste and dress are greatly affected by their childhood dressing patterns. This dress code will be strictly enforced in Bessemer City Schools, middle through high schools.

We encourage you to familiarize yourself with the following explanation behind the choice of the standards. The way a person dresses reflects the way he/she thinks. We want to prepare students for the world of work, and we believe a neat professional appearance is a good habit to develop in the childhood years. Just as students would dress one way for a picnic or ball game, there is an appropriate way to dress for school. A well-groomed student should come to school with an attitude that prepares him or her for neat, conscientious work. His or her attire should give him or her respect for self, fellow students, and teachers. Students who have questionable or inappropriate dress will not be allowed to attend class. The following items will serve as a minimum guide to acceptable dress for the Bessemer City School students.

The Board's dress code guidelines are intended to promote and foster an appropriate educational environment by minimizing unnecessary distractions and permitting students to focus on academic progress. The following mandatory guidelines are designed to further that intent:

Any student who fails to dress appropriately will not be allowed to attend class until proper clothing can be secured. If necessary, parents will be called to bring proper clothes to school. The student will be responsible for all class work missed. Nonconformity to the dress code is a Class I offense.

- A. No hats, caps, hair curlers/rollers, picks, visors, bandanas, head scarves, or sun glasses will be worn in school. Items may not be worn in the building or on school grounds and must be placed in book bags or in a designated area and remain there during the school day, except those worn for religious purposes.
- B. Hair must be clean and well groomed. Male students with facial hair must keep it neat and well groomed. No hairstyle, hair color, body piercing, clothing, decorative dental appliances (whether permanent or temporary), or other article which is disruptive to the learning environment or which identifies a student as being a member of a gang or any subversive or unlawful organization will be allowed.
- C. Earrings may be worn. Except for the piercing of the earlobes and wearing of earrings that do not distract or draw unnecessary attention, the wearing of other body jewelry is not allowed, including but not limited to piercing of the tongue, nose, or eyebrow. Band-Aids may not be worn to conceal unauthorized jewelry. If it is determined by a school principal or designee that allowable earrings or jewelry worn by a student may become a safety hazard in an activity such as physical education, science laboratory, athletics, etc., the student shall remove such ornamentation.
- D. Students are to wear clothing in the manner for which it is designed. No clothing shall be worn inside out; suspenders shall be fastened and belts buckled. Pants must be worn at the waist. No excessively tight or revealing clothing such as see-through clothing may be worn. School administration may require that shirts

and blouses be tucked in and coats be removed upon entering a school building. Sagging or ill-fitted pants are not allowed.

- E. Sun dresses may be worn with a jacket or appropriate covering. (Jacket or covering may not be sheer or mesh).
- F. Cutoff tops, tank tops, and mesh tops can be worn if a shirt with sleeves is worn underneath or another shirt is worn over the top. (Cover shirt or undershirt may not be sheer or mesh).
- G. Halter tops, tube tops, and midriff tops are not allowed. Midriffs and sides must be covered, which includes the complete mid-section, including the abdomen.
- H. Students are prohibited from wearing any metal chains, metal spiked apparel, or accessories, including but not limited to bracelets, belts, and other clothing and accessories with spikes, studs, or chains.
- I. No obscene language and/or illegal substances advertisements (to include alcoholic, marijuana and tobacco advertisements) may be displayed on clothing or accessories.
- J. Students are prohibited from wearing any sign, symbol, logo, or garment, which has been associated with any gang, cult, or unauthorized club or illegal organizational activity.
- K. Insignias, buttons, and clothing which are suggestive of vulgarities, violence or are drug-related and demeaning to others are banned and may not be worn during school hours, school activities and on school campus.
- L. Student's clothing should be neat and clean and not in noticeable disrepair. Pants, shorts and skirts must be worn at the waist and fit properly. Unhemmed (cut-off) shorts, skirts, shirts, pants, and garments with holes and slits cut in them are not allowed. Pants with open holes above the knee and "shredded" jeans will not be allowed.
- M. Sweat pants and jogging pants are allowed as long as they are properly fitted. Clothing must be worn over leggings, jeggings or tights and must be of appropriate length (generally no higher than mid-thigh), as determined by the principal or designee.
- N. Articles of clothing must be appropriate for school wear. Skirts, dresses, and shorts may be no shorter than four inches above the top of the knee. Slits in skirts must meet the four inches above the knee regulation. Female students must wear shorts or skorts under their skirts/dresses.
- O. Pajamas may not be worn to school.
- P. Students are required to wear appropriate shoes at all times. Shoes with wheels or lights are not appropriate for the school environment. Tennis shoes will be required for physical education class. No flip-flops, slides or slippers (house shoes) are allowed. Shoes with heels are inappropriate for elementary school students.
- Q. Undergarments must be worn and not be visible.
- R. Book bags/back packs and athletic bags must be placed in a designated area and remain there during the school day. Backpacks/book bags must be clear, transparent or mesh for safety reasons and not have wheels, unless written approval is given by a physician due to medical reasons.

S. Jackets, coats and sweaters may be worn. Generally, these are inappropriate to be worn in the classroom.

Principals shall have the discretion to determine the appropriate dress for special school-related events.

Enforcement of Dress Code

Parents, teachers, and principals will strictly enforce the dress code. A student may be sent home to make any necessary adjustments. Since this normally works a greater hardship on the parents and guardians than the students, parents are urged to supervise their child's dress on a daily basis and to take an active role in supporting this dress code.

*Source: Bessemer City Board of Education, Bessemer, AL
Alabaster City Board of Education, Alabaster, AL*

*Jefferson County Board of Education, Birmingham, AL
Legal Reference: Tinker v. Des Moines Independent Community School District
(No. 21,) 393 U.S. 503. (1969)*

Draft : April 17, 2019

Revised: April 23, 2019

May 14, 2019

May 21, 2019

May 29, 2019

Adopted: May 29, 2019

Middle and High School

A standardized dress code for Bessemer City Schools has been adopted to ensure that all students are provided safe and appropriate educational opportunities which are free from unnecessary disruptions or outside influences and to instill in students the need to dress appropriately and have respect for each other and authority. For young people, especially teenagers who are beginning to find their true identities in the middle of peer-pressure and parent prodding, dress is an important issue. For the younger children, lifetime habits of taste and dress are greatly affected by their childhood dressing patterns. This dress code will be strictly enforced in Bessemer City Schools, middle through high schools.

We encourage you to familiarize yourself with the following explanation behind the choice of the standards. The way a person dresses reflects the way he/she thinks. We want to prepare students for the world of work, and we believe a neat professional appearance is a good habit to develop in the childhood years. Just as students would dress one way for a picnic or ball game, there is an appropriate way to dress for school. A well-groomed student should come to school with an attitude that prepares him or her for neat, conscientious work. His or her attire should give him or her respect for self, fellow students, and teachers. Students who have questionable or inappropriate dress will not be allowed to attend class. The following items will serve as a minimum guide to acceptable dress for the Bessemer City School students.

The Board's dress code guidelines are intended to promote and foster an appropriate educational environment by minimizing unnecessary distractions and permitting students to focus on academic progress.

The following mandatory guidelines are designed to further that intent:

Any student who fails to dress appropriately will not be allowed to attend class until proper clothing can be secured. If necessary, parents will be called to bring proper clothes to school. The student will be responsible for all class work missed. Nonconformity to the dress code is a Class I offense.

Dress Code Guidelines

- A. All students must wear shirts, blouses, or dresses with a non-revealing neckline. Low cut, open back, bare midriff or clothing that allows the midriff to be exposed or cleavage exposed, are not permitted.
- B. Students may wear sleeveless garments which adequately cover undergarments. Spaghetti and/or thin-strapped shirts may be worn only if over another shirt or if covered by a blouse/shirt with sleeves. Only sleeveless blouses or dresses in which the shoulder is fully covered from the base of the neck to top of arm will be considered acceptable.
- C. No obscene language and/or illegal substances advertisements (to include alcoholic and tobacco advertisements) may be worn on clothing or accessories (i.e. Insignias, buttons, and clothing which are suggestive of wine, beer, whiskey, tobacco, vulgarities, violence or are drug-related and demeaning to others) are banned and may not be worn at school.
- D. Pants, shorts, and skirts must be worn at the waist and fit properly. Pants worn too low, too long, too large, too short, too tight, or too loose are not permitted. Sweat pants and jogging pants are allowed as long as they are properly fitted. Pajamas are prohibited. Skirts, shorts, and dresses must be mid-thigh or longer in front and back. No slits or leg openings may be allowed above mid-thigh. Leggings should be worn with the appropriate outer garments and tops must reach mid-thigh or longer front and back. Sagging pants are not allowed.
- E. It is recommended that shirts be tucked in at all times unless designed to be worn on the outside. Shirts should fit properly.
- F. No hats, caps, head coverings, hair curlers/rollers, bonnets, picks, bandanas, wave caps, head scarves, athletic sweatbands, head dressings, or sun glasses will be worn in school. Head coverings are allowed only as religious attire.
- G. Students are required to wear appropriate shoes at all times. Shoes with wheels or lights are not appropriate for the school environment. Tennis shoes will be required for physical education class. No flip-flops, slides or slippers (house shoes) are allowed. Only shoes appropriate for the school environment, with safety being the primary concern, may be worn.
- H. Student's clothing should be neat and clean and not in noticeable disrepair. Unhemmed (cut-off) shorts, skirts, shirts, pants, and garments with inappropriate holes or inappropriate slits are not allowed. Jeans and other articles of clothing must be clean with no open holes above the knee. No shredded jeans are allowed.
- I. Undergarments must be worn and not be visible.
- J. Earrings may be worn. Except for the piercing of the earlobes and wearing of earrings that do not distract or draw unnecessary attention, the wearing of other body jewelry is not allowed, including but not limited to the tongue, nose, or eyebrow. Band-Aids may not be worn to conceal unauthorized jewelry. Materials such as plastic or wooden sticks or clear loops may not be worn to keep new piercings open during the school day. If it is determined by a school principal or designee that allowable earrings or jewelry worn by a student may become a safety hazard in an activity such as physical education, science laboratory, athletics, etc., the student shall remove such ornamentation. Students are prohibited from wearing any metal chains, metal spiked apparel, or accessories.

- K. Students are to wear clothing in the manner it is designed to be worn, i.e., clothing worn backwards or inside out is not allowed. No excessively tight or revealing clothing, such as see-through or mesh garments, may be worn.
- L. Students are prohibited from wearing any sign, symbol, logo, or garment, which has become associated with any gang, cult, Satanism, or unauthorized club or organizational activity. This also includes any avenue for the promotion of products or activities prohibited by school policy or that is inflammatory and may generate negative feelings among the student body.
- M. Book bags/back packs and athletic bags must be placed in a designated area and remain there during the school day. Backpacks/book bags must be clear, transparent or mesh for safety reasons and not have wheels, unless written approval is given by a physician due to medical reasons.
- N. Jackets, coats and sweaters may be worn. Generally, these are inappropriate to be worn in the classroom.

The above items serve as a minimum guide. The principal shall have the discretion to outline other appropriate guidelines for the school campus or for special occasions.

*****Any student assigned to the New Horizon Alternative School Program will be required to wear a uniform and will receive the specifics upon enrollment by the principal of the alternative program.***

Enforcement of Dress Code

Parents, teachers, and principals will strictly enforce the dress code. A student may be sent home to make any necessary adjustments. Since this normally works a greater hardship on the parents and guardians than the students, parents are urged to supervise their child’s dress on a daily basis, taking an active role in supporting this dress code.

*Source: Bessemer City Board of Education, Bessemer, AL
 Alabaster City Board of Education, Alabaster, AL
 Jefferson County Board of Education, Birmingham, AL*

Legal Reference: Tinker v. Des Moines Independent Community School District (No. 21,) 393 U.S. 503. (1969)

*Drafted: April 17, 2019
 Revised: April 23, 2019
 May 14, 2019
 May 21, 2019
 May 29, 2019
 Adopted: May 29, 2019
 **Adopted: August 8, 2019*

SUMMARY OF CIVIL LIABILITIES AND CRIMINAL PENALTIES

The following summaries of laws relate to civil liabilities and criminal penalties for violence or other misbehavior by students on school property or against school employees. Local Boards of Education are required to provide notice to parents, guardians, and students.

Attendance and Conduct (§16-28-12)

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

Child Abuse and Neglect Reporting (§26-14-1)

Certain persons and institutions are required by law to report known or suspected child abuse or neglect under a penalty of a misdemeanor, fine or sentence. Those who are required by law to report are: hospitals, clinics, sanitariums, doctors, physicians, surgeons, medical examiners, coroners, dentists, osteopaths, optometrists, chiropractors, podiatrists, nurses, school teachers and officials, peace officers, law enforcement officials, pharmacists, social workers, day care workers or employees, mental health professionals, or any other person called upon to render aid of medical assistance to a known or suspected victim of child abuse or neglect. Besides those persons who are required by law to report child abuse and neglect, any person may make such report, if such person has reasonable cause to suspect that a child is being abused or neglected.

Drug Dealing (§6-5-72)

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

Drugs, Alcohol, Weapons, Physical Harm, or Threatened Physical Harm (§16-1-24.1)

The school principal shall notify appropriate law enforcement officials when a person violates the local board of education policies concerning drugs, alcohol, weapons, physical harm to a person or threatened physical harm to a person. If any criminal charge is warranted, the principal is authorized to sign the appropriate warrant. If that person is a student, the local school system shall immediately suspend that person from attending regular classes and schedule a hearing within 5 school days. If a person is found to have violated a local board of education policy concerning drugs, alcohol, weapons, physical harm to a person or threatened physical harm to a person, the person may not be readmitted to the public schools until criminal charges, if any, have been disposed of by appropriate authorities and the person has satisfied all other requirements imposed by the local board of education as a condition of readmission.

Firearm Possession (§16-1-24.3)

All city and county boards of education shall develop and implement local policies and procedures requiring the expulsion of students, for a period for one year, who are determined to have brought to school or have in their possession a firearm in a school building, on school grounds, on school buses, or at other school-sponsored functions.

Sexual Harassment (§26-14-3)

A student who believes that he or she has been or is being subjected to any form of sexual harassment shall immediately report the matter to a teacher, the school counselor, principal, or the Superintendent.

Any student who suspects that another student is being sexually harassed shall immediately report the information to a teacher, school counselor, principal, or the Superintendent. A student's request to make his or her report to someone of the same sex will be granted.

Teacher Assault (§13A-6-21)

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

Tobacco Possession (§28-11-13)

It is unlawful for any minor to purchase, use, possess, or transport tobacco or tobacco products within this state (See Alabama Law §28-11-14 for additional reference.)

Vandalism (§6-5-380)

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

Weapons in Schools (§13A-11-72)

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

LOCAL SCHOOL BOARDS OF EDUCATION ARE REQUIRED TO PUBLISH THE FOLLOWING ACT AND SECTION

Expectations of Parents Regarding Attendance and Behavior in Public Schools, Alabama Code §16-28-12

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

“(b) Each local public board of education shall adopt a written policy for its standards on school behavior. Each local public school superintendent shall provide at the commencement of each academic year a copy of the written policy on school behavior to each parent, guardian, or other person having care or control of a child who is enrolled included in the written policy shall be a copy of this section. The signature of the student and the parent, guardian, or other person having control or custody of the child shall document receipt of the policy.”

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

Seclusion and Restraint for ALL Students, Alabama Administrative Code §290-3-1-.02(1) (f).

1. Definition

- a. (iii). Physical Restraint –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. Additionally, physical restraint does not include providing limited physical contact and/or redirection to promote student safety or prevent self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, providing comfort, or providing limited physical contact as reasonably needed to prevent imminent destruction to school or another person’s property.
- b. (iv). Physical Restraint that restricts the flow of air to the student’s lungs – 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’ lungs. Use of this type of restraint is prohibited in Alabama public schools and educational programs.
- c. (v). 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. 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 on restraint is physically present in the same unlocked room as the student, time-out as defined in paragraph (1.) (vi) of this rule, in –school detention, detention, or a student-requested break in a different location in the room or in a separate room. Use of seclusion is prohibited in Alabama public schools and educational programs.

2. Requirements

- a. The use of seclusion is prohibited in Alabama public schools and educational programs.
- b. The use of physical restrains 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.
- c. 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.

DEFINITIONS AND RULES RELATING TO FORMAL DISCIPLINARY ACTION

Introduction

Discipline in our schools helps prepare youth to assume their positions of citizenship in our democratic society. Policies and procedures must be engaged to establish respect for authority and maintain positive learning circumstances free from distractions and misbehavior. The maintenance of desirable environment in the school setting conducive to meaningful and effective learning experiences requires the combined efforts of the parents/guardians, students and school personnel. The school's primary goal is to facilitate learning. In order to provide an adequate learning environment, order and control of an individual student comes in conflict with the rights of others, corrective actions are necessary for the benefit of the individual and of the school.

School function best when students attend school regularly and on time, respect other persons and their property, observe reasonable rules and regulations, respect the right to learn, exercise free speech, and take an active role in school functions.

Rationale

Instruction should occur in an environment that is conducive to learning. Effective instruction requires good order and discipline which may be described as the absence of distraction, friction and disturbances which interfere with the effective functioning of the student, class, and school.

We believe that every student is entitled to an education which shall be offered in an orderly, healthy atmosphere, and to firm, fair, treatment in all matters pertaining to school life.

We further believe that every student shall comply with all rules and regulations concerning behavior established by the Alabama State Department of Education and the Bessemer City Schools Board of Education. In a democracy there exist many privileges and freedoms, all of which are dependent upon adherence to certain rules and regulations. It should be made crystal clear that any student, by his/her failure to comply with school regulations, may lose his/her right to a public education.

The rules contained in the *Parent-Student Handbook* apply to all ages. It is reasonable to assume that an increase in age and maturity implies greater responsibility for their actions. It is recognized that differences in age and maturity require various levels of disciplinary implementation; however, these general rules and regulations shall apply to all students in Grades K-12.

CLASSIFICATIONS OF PARENT-STUDENT HANDBOOK

Violations of the *Parent-Student Handbook* are categorized into four (4) classes: Minor (Class I), Intermediate (Class II), Major (Class III), and Severe (Class IV) are applicable to all K-12 students of Bessemer City Schools. Prior to determining the classification of a violation, the principal/designee will implement the disciplinary procedure, including allowing the student of a violation. The principal/designee may confer with additional parties, if necessary, before deciding the classification of the violation and the appropriate consequences for misbehavior.

No student shall be punished for any suspected violation until the person responsible for imposing discipline has heard the student's explanation or made reasonable efforts to provide the student with an opportunity to present his/her explanation.

Each classroom teacher will correct general classroom disruptions by taking in-class disciplinary action, telephoning the parent/guardian, scheduling school conferences and other management techniques that are appropriate for the behavior. When the action taken by the teacher is ineffective or the disruption is severe, the student should be referred to the principal/designee. Failure to bring school supplies or homework or complete class assignments are not cause for referrals.

When students consistently exhibit poor work habits, the parents/guardians should be notified immediately by the school official, and students should be referred to a guidance counselor. Under no circumstances should academic grades be used for maintaining order in a classroom nor should student behavior be included in calculating academic grades. An academic grade should reflect the teacher's most objective assessment of the student's academic achievement.

The principal shall make an immediate effort (same day) to contact the student's parent/guardian about the suspension. No suspended student shall be allowed to leave the school premises during the day until the student's parent/guardian or proper school authorities assume responsibility for him/her. When a student's parent/guardian or designated individual(s) cannot be notified the student must remain on the school premises until the end of the school day. At the end of the school day, the student will return home via normal transportation methods.

All students shall be afforded an opportunity for due process in all matters pertaining to disciplinary matters.

After School Detention

Detention is defined as a required period of time that may be used for study after school. Detention assignments are supervised by school personnel and take place inside the school building. It is the parent's responsibility to provide transportation.

In-School Suspension

In-school suspension is a structured disciplinary action in which a student is isolated or removed from regular classroom activities but is not dismissed from the school setting. The principal or designee has the authority to assign students to in-school detention for a reasonable and specified period of time.

Out of School Suspension

Suspension is defined as the temporary removal of a student from school for a violation of school policies, rules, regulations, or for interfering with the orderly operation of the school. Without an appropriate disciplinary hearing, cumulative suspensions shall not exceed ten (10) school days per semester for non-special education students and ten (10) days per year for the special education students. In the event a proposed suspension results in cumulative suspensions exceeding ten (10) school days per semester for non-special education students or ten (10) full days per year for special education students, an appropriate disciplinary hearing will be held.

Only the Superintendent or designee, principal, or assistant administrator shall have the authority to suspend students.

- Days absent from school because of suspension are excused
- At the discretion of the principal, credit for classwork, major assignment, tests, and final exams may be given to students
- Any single suspension shall not exceed ten (10) school days without an administrative hearing by the Superintendent or designee. Any suspension of five (5) or more days is considered "long-term suspension"
- The Superintendent or designee will be notified of all suspensions

- A student being suspended will be informed of the reason for suspension, the number of suspension days, and appeal rights. A disciplinary action notice form will be hand-delivered and/or mailed to the custodial parent or legal guardian and will be followed up with a phone call
- The custodial parent or legal guardian will be given the opportunity to confer with the principal before the student is readmitted to school
- After an administrative hearing, the Superintendent or his designee, may suspend the student until action is taken by the Board
- Students suspended for any portion of the school day are not allowed to participate in or attend any school related activities as directed by the school administrator

Alternative School Placement

The Bessemer City Schools operates an Alternative Educational Program to which students may be referred depending on the circumstances and conduct involved instead of receiving long term suspension or expulsion. There is no guarantee or commitment on the part of the Bessemer City Schools or its employees that all K - 12 curriculum can be duplicated while a student is in attendance at the Alternative School. Students who commit a Class III or IV violation, as defined by the *Parent-Student Handbook*, or who repeatedly commit Class II violations such that they frequently disrupt the education of others may be referred to the Alternative School Program by the hearing officer. Additionally, students that presently have criminal charges pending may be placed at the Alternative School until those charges have been adjudicated.

Alternative school placements are used in the place of a long-term suspension and/or expulsion. Students who are assigned to the alternative school may not attend any school related functions while enrolled. This includes but is not limited to all extracurricular activities including sport games and competitions, school dances, field trips, group class activities, graduation ceremonies, and other school activities. Students are expected to follow all guidelines and procedures established at the school. **Transportation to the Alternative School is not provided at the expense of the Board.** Upon a student's completion of his/her alternative school assignment and return back to the home school, the local school administrator will conduct a transition conference to support a successful new start.

Expulsion

Expulsion is denial of school attendance by the Board of Education. Expulsion may be recommended for the remainder of the school year or for a time period determined on a case-by-case basis. Upon the receipt of the principal's recommendation, the Superintendent shall schedule an administrative hearing. In the event the expulsion is recommended, the custodial parent will be notified by registered mail prior to action by the Bessemer City Board of Education.

Early Warning

The Early Warning Program is a school/community-based program to assist public school personnel, parents, and law enforcement personnel in providing for early intervention for children and youth who are truant or in danger of becoming truant or for conduct.

Juvenile Court Referral

Students may be referred to Juvenile Court for attendance or behavior related problems. Once a student is referred, the Court will take such action as it deems appropriate. Student referral will be in the form of a complaint or petition.

The kinds of petitions are as follows:

- Child In Need of Supervision (CHINS), for status offenders;
- Delinquent, for juveniles committing misdemeanors or felonies;
- Dependent, for abused or neglected juveniles.

CLASSIFICATIONS OF VIOLATIONS

Proper behavior is that which enhances the learning environment. Classroom teachers are responsible for maintaining classroom discipline and will deal with general classroom disruptions. **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/her designee.**

Parents or guardians of students who consistently disrupt class and/or exhibit poor work habits should be notified by the teacher or other school official and/or referred to a guidance counselor.

When a student is brought to the office of the supervising employee, the principal/designee shall hear the student's explanation and consult further with other school personnel, if necessary, before determining the classification of violation or disciplinary measure.

CLASS I VIOLATIONS

101. **EXCESSIVE TARDINESS** - Three or more incidents of reporting late to school, class, or assigned area during a calendar month.
 - i. 101.1 Tardies to School
 - ii. 101.2 Tardies to Class
102. **DISTRACTION OF OTHER STUDENTS OR THE SCHOOL PROGRAM IN GENERAL** – Any behavior which is disruptive to the educational process.
103. **NON-CONFORMITY TO DRESS CODE**
104. **MINOR DISRUPTION ON A SCHOOL BUS**
105. **INAPPROPRIATE PUBLIC DISPLAY OF AFFECTION**
106. **LITTERING OF SCHOOL PROPERTY**
107. **FAILURE TO COME TO CLASS PREPARED WITH ALL NECESSARY MATERIALS**
108. **UNAUTHORIZED USE OF SCHOOL OR ANOTHER PERSON'S PERSONAL PROPERTY**

109. **POSSESSION OF NUISANCE ITEMS** – Any item which disrupts the instructional day at school or is a distraction on a bus is not allowed. Such items will be confiscated and may be claimed by a parent or guardian. Examples include but are not limited to : iPods/MP3 players, radios, toys, trading cards, playing cards, or other hand-held video games. Students bring these items to school at their own risk. The local school is not responsible for attempting to recover these items should they be lost or stolen while at school.

110. **FAILURE TO ATTEND ASSIGNED CONSEQUENCES**

111. **ANY OTHER OFFENSE WHICH THE PRINCIPAL MAY REASONABLY DEEM TO FALL WITHIN THIS CATEGORY**

Class I Disciplinary Actions

First Violation:

Principal/teacher/student conference, parental contact, or in-school parental conference if warranted. Placement in detention, in-school detention, loss of school privileges, or extra work assignments may be assigned.

Subsequent Violations

Disciplinary action may include detention, in-school detention, loss of school privileges, and/or referral to the Early Warning Program. Repeated or cumulative Class I Violations may result in suspension from school and/or bus.

CLASS II VIOLATIONS

201. **DEFIANCE OR DISRESPECT OF SCHOOL BOARD EMPLOYEES AUTHORITY**

- i. 201.1 DEFIANCE
- ii. 201.2 DISRESPECT

202. **POSSESSION AND/OR USE OF PRESCRIPTION, NON-PRESCRIPTION MEDICATION, INHALANTS, AEROSOL SPRAYS, OR OTHER OVER-THE-COUNTER PRODUCTS**

- i. Failure to comply with the Bessemer City Board of Education Medication Policy and Procedures. Required medications must be delivered to the school by the parent or other responsible adult accompanied by the completed Alabama State Department of Education designated medication authorization form and kept in accordance with the Bessemer City Board of Education medication policy and procedures.

203. **INTENTIONALLY TOUCHING OR STRIKING ANOTHER PERSON AGAINST THE WILL OF THE OTHER**

204. **USE OF PROFANE OR OBSCENE LANGUAGE OR POSSESSION OF PORNOGRAPHIC, SUGGESTIVE, OR INAPPROPRIATE MATERIAL**

205. **VANDALISM** - Intentional and deliberate action resulting in injury or damages of less than \$200 to public property or the real or personal property of another. A police report will be filed and student will be expected to pay for damages.

206. **“SKIPPING” CLASS OR SCHOOL** – Unauthorized absence from class or school. Group skip days are included in this category and are not permitted by the Board of Education.

207. **ACADEMIC DISHONESTY** – A breach of academic integrity as outlined in the Plagiarism and Academic Dishonesty section in this handbook. Typically, with instances of academic dishonesty, the student will receive either reduced credit or no credit on the particular assignment along with other appropriate disciplinary action.
208. **GAMBLING** – Any participation in games of chance for money and/or other items of value.
209. **INTENTIONALLY PROVIDING FALSE INFORMATION TO A SCHOOL BOARD EMPLOYEE**
210. **STEALING-LARCENY-PETTY THEFT** – The intentional taking, and/or carrying away of property valued at less than \$100 belonging to or in the possession or custody of another
211. **POSSESSION OF STOLEN PROPERTY** - The possession of stolen property valued at or less than \$100 with the knowledge that it is stolen
212. **THREATS TO DO EXTORTION** – Verbal or written
213. **TRESPASSING** - Willfully entering or remaining in any school property after being warned by an authorized person
214. **POSSESSION AND/OR IGNITING FIREWORKS OR FIRECRACKERS**
215. **INAPPROPRIATE SEXUAL BEHAVIOR - VERBAL, WRITTEN, OR PHYSICAL**
216. **USE OF PHYSICAL OR GRAPHIC OBSCENE GESTURES**
217. **THE UNAUTHORIZED USE OF ELECTRONIC COMMUNICATION DEVICES**
218. **USE OF RACIAL OR ETHNIC INSULTS OR SLURS** - Verbal or written affronts of a racial or ethnic nature
219. **POSSESSION OF INAPPROPRIATE DEVICES** – Including but not limited to ammunition, artificial weapons, facsimiles and/or replicas
220. **DISRUPTION ON A SCHOOL BUS**
221. **UNAUTHORIZED ORGANIZATION** – Any on campus participation in non-sanctioned fraternities, sororities, secret societies, or non-affiliated school clubs
222. **MINOR VIOLATION OF STUDENT ACCEPTABLE USE POLICY FOR THE USE OF TECHNOLOGY**
223. **ANY OTHER OFFENSE WHICH THE PRINCIPAL MAY REASONABLY DEEM TO FALL WITHIN THIS CATEGORY**

Class II Disciplinary Action

Class II violations are serious enough that they may require an in-school parental conference plus the appropriate disciplinary action.

First and second violations require parental notification and/or one or more of the following disciplinary actions in-school detention, after-school detention, loss of school privileges, or suspension from school and/or bus. Law enforcement and/or juvenile court personnel may be contacted.

Subsequent violations may result in suspension up to ten (10) school days plus additional disciplinary action as warranted. Special circumstances may warrant contact with law enforcement, referral to the Early Warning Program, Alternative School, or the filing of a complaint or petition in Juvenile Court.

CLASS III VIOLATIONS

301. CHARGE OF A MISDEMEANOR CRIME

302. MISUSE OR ABUSE OF PRESCRIPTION OR NON-PRESCRIPTION MEDICATION, INHALANTS, AEROSOL, SPRAYS, OR OTHER OVER-THE-COUNTER PRODUCTS – Required medications must be delivered to the school by the parent or other responsible adult accompanied by the completed Alabama State Department of Education designated medication authorization form and kept in accordance with the Bessemer City Board of Education medication policy and procedures

303. STEALING-THEFT-POSSESSION OF STOLEN PROPERTY – Knowingly or intentionally taking, obtaining, receiving, or exerting unauthorized control over property valued at more than \$100 belonging to another person

304. BURGLARY OF SCHOOL PROPERTY - Entering or remaining in a structure or conveyance with the intent to commit an offense therein

305. CRIMINAL MISCHIEF/VANDALISM – Willful and malicious injury or damages at or in excess of \$200 to public property or to real or personal property belonging to another

306. POSSESSION OF A KNIFE

307. POSSESSION OF DANGEROUS DEVICES – including but not limited to mace, tear gas, “blank” guns, facsimiles, replicas, and/or artificial weapons or any item used inappropriately with intent to harm

308. INDIVIDUALS AND/OR GROUPS INCITING OR PARTICIPATING IN UNAUTHORIZED DEMONSTRATIONS AND/OR DISORDERLY ACTIVITIES which lead to disruption of the normal school program. This includes any gang related behavior and instigators

309. THREAT, HARASSMENT, INTIMIDATION OR BULLYING OF STUDENTS - The threat by word or act to do harm to another student with an apparent ability to do so, or doing some act which creates a well-founded fear in the person that such violence is imminent. Harassment is inclusive of name-calling, as well as conduct, which directly affect another individual’s emotional state of mind. Racial slurs are a form of bullying included in this violation

310. FIGHTING - Any physical conflict involving two or more individuals

- 311. **DIRECTING OBSCENE, PROFANE LANGUAGE OR GESTURES (VERBAL OR WRITTEN) TO A SCHOOL BOARD EMPLOYEE**
- 312. **SEXUAL HARASSMENT** – Any unwelcomed sexual advances, requests for sexual favors, and other unwelcomed verbal or physical conduct of a sexual nature
- 313. **MAJOR VIOLATION OF STUDENT ACCEPTABLE USE POLICY FOR THE USE OF TECHNOLOGY** – Examples of major violations could include: tampering with another student’s class work; the intentional use of school system or personal technology, while on school property , to break laws involving theft, identity theft, and distribution of stolen and/or illegal items; the intentional destruction of school-owned technology equipment; the intentional disruption of network services resulting in school or district level network outages; viewing or sending of obscene material.
- 314. **INTENTIONALLY PROVIDING FALSE INFORMATION TO A SCHOOL BOARD EMPLOYEE OR HINDERING THE INVESTIGATION IN REGARD TO A CLASS III OFFENSE**
- 315. **UNJUSTIFIED ACTIVATION OF A FIRE ALARM SYSTEM OR ITS COMPONENTS, EMERGENCY OR SECURITY SYSTEMS**
- 316. **ASSAULT**
- 317. **THE MISUSE AND/OR ABUSE OF ELECTRONIC COMMUNICATION DEVICES** - Sending inappropriate messages and/or images via electronic communication devices or any other form of technology whether owned or owned by the school district, at any time may result in serious school, personal, and /or civil or criminal legal consequences
- 318. **SEXUAL OFFENSES** – Acts of a sexual nature including, but not limited to lewd behavior, indecent exposure, sexual contact, sexual intercourse, sexting, viewing or sharing obscene material, or other conduct intended to result in sexual gratification
- 319. **POSSESSION AND/OR USE OF TOBACCO PRODUCTS, LIGHTERS, MATCHES, ELECTRONIC - CIGARETTES/VAPOR, SYNTHETIC NICOTINE PRODUCTS**
 - a. 319.1 TOBACCO, POSSESSION
 - b. 319.2 TOBACCO, SALE
 - c. 319.3 TOBACCO, USE
 - d. 319.4 E-CIGARETTES/VAPOR
 - e. 319.5 SYNTHETIC NICOTINE
- 320. **ANY OTHER OFFENSE WHICH THE PRINCIPAL MAY REASONABLY DEEM TO FALL WITHIN THIS CATEGORY**

Class III Disciplinary Action

The disciplinary action for such violations committed on school premises or during school related functions may be in-school detention or out-of-school and/or bus suspension up to ten (10) days with possible recommendation for expulsion or referral to the Alternative School. Parental contact will be made as soon as possible. Law enforcement and/or juvenile court personnel will be contacted and a complaint or petition may be filed after consultation with juvenile authorities.

When a special education student commits a Class III offense, the principal/designee shall initiate procedures to have the student's Individualized Educational Plan (IEP) Committee address the behavior problem. The IEP Committee will decide if the offense was related to the area of disability and will decide the appropriate action to be taken. The IEP Committee will also conduct a functional behavior assessment if one has not been previously conducted and will consult or construct a behavior intervention plan. All revisions to the student's IEP must be documented within the current IEP.

If the disciplinary actions decided by the IEP Committee are still not effective, the principal/designee may refer the student to the Director of Special Education for further action. However, in no instance may a referral to the Director of Special Education result in the exclusion from school of special education student for more than ten (10) cumulative days which are allowable by law or state regulations. Only IEP Committee may change a special education student's placement. Consideration must also be given to the protection and rights afforded to 504 students under both federal and state law.

CLASS IV VIOLATIONS

401. **ALCOHOL AND ILLEGAL DRUGS** - The unauthorized use, sale, transfer, possession, soliciting, trafficking, misuse, and/or abuse of drugs. These include alcoholic beverages, barbiturates, central nervous system stimulants, hallucinogens, synthetic replicas, drug paraphernalia, and all other drugs to which the narcotic and drug abuse laws of the United States, local municipalities, and the State of Alabama apply
- a. 401.1 ALCOHOL, POSSESSION
 - b. 401.2 ALCOHOL, SALE
 - c. 401.3 ALCOHOL, USE
 - d. 401.4 DRUGS, POSSESSION
 - e. 401.5 DRUGS, SALE
 - f. 401.6 DRUGS, USE
402. **ARSON** – The willful and malicious burning of any part of School Board property
403. **ASSAULT UPON SCHOOL BOARD EMPLOYEES** – The intentional touching or striking of a school employee against his or her will or the intentional causing of bodily harm to a School Board employee
404. **POSSESSION OR DISCHARGING OF DANGEROUS WEAPONS OR DEVICES** – in the school building, on the school campus, in a vehicle, or at any school related function. The term “dangerous weapon” means a firearm or anything designed, made, or adapted for the purpose of inflicting death or serious physical injury and such term includes but not limited to a bazooka, hand grenade, missile, or explosive or “incendiary device,” a pistol, rifle, or shotgun, or a switch-blade knife, gravity knife, stiletto, sword or dagger, brass knuckles
- a. 404.1 KNIFE USE
405. **EXPLOSIVES** – Preparing, possessing, or igniting on School Board property explosives likely to cause serious bodily injury or property damage
406. **SEXUAL MISCONDUCT** - Acts of a sexual nature including, but not limited to, abuse, battery, electronic pornography, attempted rape, or rape
407. **AGGRAVATED ASSAULT** – Intentionally causing great bodily harm, disability, or permanent disfigurement; use of a deadly weapon

408. **ROBBERY** – The taking of money or other personal property from a person by force, violence, assault or putting the person in fear of same
409. **THE CHARGE OF A CRIME** – As defined under the laws of the city, State of Alabama, or United States while on school property or participating in a school activity (*§16-1-24.1, Code of Alabama, 1975*)
410. **BOMB THREAT** – Any such communication(s) which has the effect of interrupting the education environment
411. **POSSESSION OF A HANDGUN RESULTS IN EXPULSION FROM THE BESSEMER CITY SCHOOL SYSTEM FOR A PERIOD OF NOT LESS THAN ONE YEAR**
- a. 411.1 HANDGUN, POSSESSION
 - b. 411.2 HANDGUN, SALE
 - c. 411.3 HANDGUN, USE
 - d. 411.4 RIFLE/SHOTGUN, POSSESSION
 - e. 411.5 RIFLE/SHOTGUN, SALE
 - f. 411.6 RIFLE/SHOTGUN USE
412. **INTENTIONALLY PROVIDING FALSE INFORMATION TO A SCHOOL BOARD EMPLOYEE OR HINDERING THE INVESTIGATION IN REGARD TO A CLASS IV OFFENSE**
413. **MISUSE OR ABUSE OF PRESCRIPTION DRUGS** – The unauthorized use, sale, transfer, possession, soliciting, trafficking, misuse of prescription drugs. These include any drug that requires a doctor’s prescription to legally possess
414. **TERRORIST THREAT** - Threatening by any means (verbal, written or otherwise) to commit a crime of violence or to damage any property in a manner that intentionally or recklessly terrorizes another person or causes disruption of school activities
415. **THE INTENTIONAL THREAT, HARASSMENT, INTIMIDATION, STRIKING OR BULLYING OF A SCHOOL BOARD EMPLOYEE** – The threat by word or act to do harm to an employee, with an apparent ability to do so, and doing some act which creates a well-founded fear in the person that such violence is imminent. Harassment is inclusive of name-calling, as well as conduct, which directly affect another individual’s emotional state of mind
416. **ANY SECOND MAJOR OFFENSE FROM THE CLASS III CATEGORY**
417. **ANY OTHER OFFENSE WHICH THE PRINCIPAL MAY REASONABLY DEEM TO FALL WITHIN THIS CATEGORY**

Class IV Disciplinary Action

The disciplinary action for such violation committed on school premises or during school related functions **shall** be suspension up to ten (10) days with possible recommendation for expulsion. Parental contact will be made as soon as possible. Law enforcement and/or juvenile court personnel **shall** be contacted and a complaint or petition may be filed after consultation with juvenile authorities.

Additional disciplinary actions as a result of Class IV Violation may result in one of the following:

- Additional suspension days from school and/or bus or other disciplinary action as determined by the principal after consultation with the Superintendent or his/her designee
- Long-term assignments to the Alternative School
- Expulsion from the Bessemer City School System

The Bessemer City Board of Education finds that there is a compelling public interest in ensuring that all schools are safe and drug free. The Bessemer City Board of Education, consistent with *Ala. Code §16-1-24.1*, adopted disciplinary actions which **will** be enacted in addition to any other disciplinary outlined in the *Parent-Student Handbook*.

Grades K-5 Consequences

- **First Offense:** Principal, teacher, student conference with parental contact.
- **Second Offense:** Principal conference with student, parent, (face-to-face) and/or teacher.
- **Third Offense:** Student will receive a counseling session and a behavior plan will be initiated.
- **Fourth Offense:** The fourth and each subsequent offense will be treated as a level II offense.

Grades 6-8 Consequences

- **First Offense:** Principal conference with student, parent and/or teacher.
- **Second Offense:** In-school suspension one to three days and a face-to-face parent conference.
- **Third Offense:** In-school suspension one to three days and a face-to-face parent conference and the student will be referred to the counselor.
- **Fourth Offense:** The fourth and each subsequent offense will be treated as a level II offense.

Grades 9-12 Consequences

- **First Offense:** Student will receive a verbal warning and the parent will be contacted.
- **Second Offense:** Student will receive one day ISS or Saturday school.
- **Third Offense:** Student will receive one-three days in ISS or Saturday school.
- **Fourth Offense:** The fourth and each subsequent offense will be treated as a level II offense.

When a student violates any Bessemer City Board of Education policy concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person, the principal **shall** notify appropriate law enforcement officials. If any criminal charge is warranted arising from the conduct, the principal is authorized to sign the appropriate warrant. The local schools **shall** immediately suspend that person from attending regular

classes and schedule a hearing at the earliest possible date, which shall not be later than five (5) days. Due Process Hearings will be held within five (5) days of infraction.

*Note: (**Five (5) additional suspension days may be used by the Hearing Officer with Class III Offenses that require additional time to investigate for a maximum total of ten (10) days.)*

If the student is found to have violated any Bessemer City Board of Education policy concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person, the student **shall not** be readmitted to a Bessemer City school until (1) criminal charges or offenses arising from the conduct, if any, have been disposed of by appropriate authorities, and (2) the student has satisfied all other requirements imposed for readmission.

Readmission of any student determined to be guilty of an offense involving drugs, alcohol, weapons, physical harm to a person, threatened physical harm to a person, may be conditioned upon the student meeting certain conditions mandated by the Board of Education, the Superintendent and/or his designee.

ADDITIONAL CONDUCT POLICIES

Participation in Graduation Ceremonies and Class Recognition Programs

Any student, including a graduating senior, may be denied the opportunity to participate in graduation ceremonies and special recognition programs at the discretion of the principal. The principal may deny participation and assign appropriate disciplinary action for major conduct infractions, class pranks, and other incidents which disrupt the educational process and reflect a negative image on the individual, class, or school in general.

Search and Seizure Policies

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search. This can include the use of specially trained dogs and metal detectors.

As used in this policy, the term “unauthorized” means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission, or process of the school, or any item described as unauthorized in school rules available beforehand to the students. A student’s failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

Personal Searches

A student’s person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal, unauthorized, or contraband materials. If a pat down search of a student’s person is conducted, it shall be conducted in private by a school official of the same sex. Another adult witness shall also be present.

If the school official has reasonable suspicion to believe that the student has on his or her person an item imminently dangerous to the student or to others, a more intrusive search of the student’s person may be conducted. Such a search may only be conducted in private by a school official of the same sex with an adult witness of the same sex present, and only upon the prior approval of the Superintendent or his/her designees, unless the health or safety of students will be endangered by the delay which might be caused by following these procedures.

Searches Involving Outside Personnel, Dogs, and/or Detection Devices

Searches of students which involve outside (non-school) personnel, dogs, and/or detection devices are permitted and will be conducted when appropriate.

Locker Searches

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. Students shall not be issued lockers until such time that the Locker Card has been signed.

Vehicle Searches

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student vehicles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal, unauthorized, and/or contraband materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant. Students shall not be allowed to park vehicles on campus until such time that the Parking Permit application has been properly completed and returned to the school. Such forms shall be maintained on file at the school.

Seizure of Illegal Materials

If a properly conducted search yields illegal, unauthorized, and/or contraband materials, said items may be impounded by school officials. Students shall be given documentation for any items impounded and parents or guardians shall be notified of all items seized.

Documentation

The principal shall fully document every incident where a search is conducted. Such documentation shall include a detailed account of the search, items impounded, the student(s) involved, a list of all witnesses present, and other information regarding the incident.

Grievance Procedures

The primary purpose of this procedure is to provide for the prompt and equitable resolution of student complaints, grievances, and appeals for long-term suspensions (suspensions of 5 or more days), Alternative School placement, or expulsions.

A grievance shall mean a complaint by a student or group of students that there has been a violation, a misinterpretation, or inequitable application of any policy or practice of the school or school system. Attendance hearings, disciplinary hearings, or other matters not specifically mentioned herein, that may be appealed under provisions provided in the *Parent-Student Handbook* or other authorized and prescribed procedures are not subject the provisions of this policy. The grievance may be initiated orally or in writing at Level One and must be filed within seven (7) workdays following the act or condition which is the basis for the complaint. Beyond the initial step, the grievance shall be in writing.

Procedures

Each level of the procedure shall be observed and proper channels followed. At the request of the student or parent, exceptions may be granted by the Superintendent in emergency situations.

- 1) Level One (Informal Procedures)
 - a) The aggrieved student shall first seek resolution of the complaint or grievance through free and informal communication as close as possible to the point of origin. A student with a grievance may first take it to his/her immediate teacher or principal. Both shall be consulted prior to further solution procedures.
- 2) Level Two (Formal Procedures)
 - a) Step 1
 - i) If, as a result of the discussion between the student, teacher, and principal, the matter is not resolved to the satisfaction of the student, then within seven (7) workdays, the student shall set forth the grievance in writing to the Superintendent specifying the following on a Concern & Resolution Form:
 - (1) The nature of the complaint or grievance
 - (2) The nature or extent of the injury, loss, or inconvenience
 - (3) Relief sought
 - (4) The results of previous discussions
 - (5) Dissatisfaction with the decision previously rendered
 - ii) The Superintendent or the Superintendent's designee shall hear the grievance and render a decision within five (5) workdays after receiving notice of appeal for long-term suspension, Alternative School placement, or expulsion. At the hearing, the student may be accompanied by a legal parent/guardian of the student.
 - b) Step 2
 - i) If the student is not satisfied with the disposition of his grievance at Level Two, Step 1, the student may file the grievance in writing with the Board of Education. Said appeal must be filed within five (5) workdays after the decision at Level Two, Step 1.
 - ii) At the Board hearing, the aggrieved student maybe accompanied by a representative of his/her choice and present evidence supporting the grievance.
 - c) Step 3
 - i) In the event the student is not satisfied with the Disposition of the grievance by the Board of Education, the student may appeal the decision to the appropriate authorities as provided by law or seek recourse through the state or federal court system.

Miscellaneous Provisions

A. Time Lines

- a. It shall be understood that the time lines imposed at each level and step shall be strictly enforced, and unless the appeal is made within the time allotted, the grievance shall be deemed to have been settled and the student shall have no further right of appeal to the said grievance.

B. Hearing Procedures

- a. The Superintendent and/or the Board of Education may establish hearing procedures to be followed at Level Two, Step 1 and Level Two, Step 2.

Field Trips

Field trips are a part of the students' educational programs. They provide opportunities for both connecting theory and practice, and experiencing the physical and social realities, which are the subject matter of our curriculum. As a part of our educational program, we will take steps to foster field trip safety while at the same time recognizing that there are inherent risks in many activities and significant levels of personal responsibility that each student must assume for him/herself.

The board of education recognizes that field trips when used for teaching and learning are educationally sound and important ingredients in the instructional program of the school. Properly planned and executed field trips should:

- Supplement and enrich classroom procedures by providing learning experiences in the environment outside the schools;
- Enlighten them to new interests among students;
- Help students relate school experiences to the reality of the world outside of school;
- Bring the resources of the community – natural, artistic, industrial, commercial, governmental, educational-within the student's learning experience and;
- Afford students the opportunity to study real situations and real processes in their actual environment

A field trip shall be defined as any planned journey for students away from district premises, which is under the supervision of a professional staff member. The Board considers student excursions that integrate educational programs with the resources of the community to be a vital part of the education program. The success of all field trips depends on advanced planning by the teachers. Carefully planned field trips that are directly related to adopted curriculum are encouraged.

The Board of Education must approve all overnight/out-of-state field trips. When seeking approval for such a field trip, the attached forms must be completed and submitted to the superintendent each year by September 30th for first (1st)* semester field trips and by January 31st for second (2nd)* semester field trips.

Suspension/Expulsion of Students with Ability Impairments

Any student who has been identified as ability impaired under the provisions of the Individuals with Disabilities Education Act; and/or Section 504 of the Rehabilitation Act of 1973, may be suspended or expelled when all procedural safeguards set forth in the above mentioned applicable laws are followed. Concerns and questions relating to Section 504 should be referred to the Director of Curriculum and Instruction and/or the Director of Special Education.

Public Complaints

The proper channeling of complaints involving individual students or a local school matter is as follows: 1) the teacher; 2) the principal; 3) the Superintendent of Schools; 4) the Board of Education.

Student Pregnancy

Pregnant students may attend school and participate in regular school programs. The principal/guidance counselor should be contacted for the purpose of a possible limitation of normal activities.

School Visitors

Visitors to the school must report to the principal's office for permission to visit. Authorized visitors will be issued a visitor's badge prior to visiting in the school. Persons without badges will be considered trespassers. Due to limitations of storage, personal deliveries to students (including flower, balloons, etc.) are prohibited.

STUDENT POSSESSION AND USE OF CELLULAR PHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES

The Bessemer City Board of Education prohibits the use of cell phones. 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 *Parent-Student Handbook* and other regularly used modes of communication.

With regard to incidents that occur during the administration of a state-mandated test, the Alabama State Department of Education has stipulated that the possession of digital device is strictly prohibited during the administration of a secure test, (2) when a digital device is discovered during the administration of a secure test, the device will be confiscated and subject to a search, and (3) if it is determined that the device was used during the administration of a secure test, the student' test will automatically be invalidated. Visual or audible possession of a digital device will result in the device being confiscated.

If the device is a "smart phone", the device should be turned off immediately after the search to help prevent a potential remote-access data-wipe. When the investigation of the incident is completed, the local school must notify the school district's supervisor for the testing and complete a testing irregularity report in accordance with the Alabama Department of Education. The return of the student's digital device, as well as the assignment of any school disciplinary consequences, will be in accordance with the school system procedural protocol.

Student use of cell phones/electronic communication devices shall not be allowed on school buses on regular routes before and after school. Photos may not be taken on the bus utilizing camera phones or other type imaging products due to student confidentiality regulations and safety concerns. Violations on regular bus routes shall be referred by the bus driver to the principal or assistant principal of the school the student attends.

The school/system will not be responsible for the loss, damage, or theft of any electronic device brought to school or a school event. School officials may read, examine, or inspect the contents of any such device upon reasonable suspicion that the device contains evidence of an actual or suspected violation of the law, of board policy, of the code of student conduct, or other school rules, provided that the nature and extent of such examination shall be reasonably related and limited to the suspected violation.

Cell phone violations are all CLASS II Offenses; however, utilizing a cell phone in conjunction with any social media posting during the school day is a class III offense which warrants board hearing and possible expulsion.

****BCS cell phone policy will take effect and in addition the device will be held until the State Testing window closes.****

ATTENDANCE CODE FOR BESSEMER CITY SCHOOLS

Daily attendance is very important. Students learn and increase their knowledge by being in class each day. Students deserve every opportunity for academic success. Students, parents, teachers, administrators, and courts are partners in developing good attendance.

Responsibilities of the Student:

- Arrive at school on time
- Be seated and ready for instruction in each class before the tardy bell rings
- Bring to each class books and materials necessary to make attendance meaningful
- Remain in class for the entire class period

Responsibilities of the Parents:

- Encourage their child to be present daily and on time
- Discourage their child from absences related to family trips and/or vacations during the school year, and appointments that could be better scheduled so as to not interfere with the school day
- Refrain from asking the school to violate the check-out procedure approved by the Bessemer City Board of Education
- Schedule necessary appointments for their child outside the school day when possible
- Cooperate with the school in providing valid excuses for their child's absence
- Attend conferences arranged by the principal

Responsibilities of the Teacher:

- Develop class incentives related to improved attendance
- Establish contact with parents concerning their child's attendance patterns
- Work with the guidance counselor in scheduling students in programs that meet their individual needs
- Recognize the importance of each class period and scheduling teacher requests for students accordingly
- Demonstrate to the student that planned learning experiences will take place each day

Responsibilities of the Administration:

- Design local school plans for improving attendance
- Enforce a check-out system consistent with administrative policy
- Provide a Perfect Attendance Award to students who have been present every complete day of the school year with no tardies, checkouts, or early dismissals
- Provide an Exemplary Attendance Certificate for those students who attend school each day of the school year. Excessive tardies, checkouts, and/or early dismissals resulting in a detention may prevent a student from earning this award
- Consider many alternatives in an effort to reduce the number of suspensions and, thereby, absent days
- Attempt to keep parents aware of each absence daily

Responsibilities of the Courts:

- Communicate with parents concerning attendance problems
- Schedule informal conference with parent and/or student concerning attendance violations
- Accept CHINS, Delinquent, and Dependent complaints and/or petitions for program violators
- Exert every effort to protect the best interest of the juvenile by supporting the Attendance Program

State Definition of Truancy & Laws Governing of School Attendance

In December 2004, the State Department of Education adopted a uniform definition of truancy to be applied throughout the state. Under this definition, it is the responsibility of a parent, guardian, or other person having charge of any child enrolled in an Alabama public school (K-12) to explain in writing the cause of any and every absence no later than three (3) school days following the student's return to school. Failure to furnish such explanation shall be evidence of the child being truant each day he/she is absent.

The child shall also be deemed truant for any absences determined by the principal to be unexcused based upon the State Department of Education's current School Attendance Manual. As unexcused absences develop, the local school will communicate with the parent/guardian to bring awareness to the attendance concern. Upon the seventh (7th) unexcused absence during the school year, a truancy referral will be made to the Early Warning Program, with mandatory parent participation. Seven unexcused absences within a school year constitutes a student being truant for the purpose of filing a petition with the Court.

Listed below are excerpts of pertinent statutes relating both directly and individually to school attendance. The law requires that every child between the ages of 6 and 17 years shall be required to attend school (***§16-28-3.1, Code of Alabama, 1975***).

**Effective July 1, 2000, §16-28-16 of the Code of Alabama, 1975 is amended to read as follows:*

“(b)...Each child who is enrolled in a public school shall be subject to the attendance and truancy provision of this article except that any parent or parents, guardian or guardians, who voluntarily enrolls their child in public school, who feels that it is in the best interest of that child shall have the right to withdraw the child at any time prior to the current compulsory attendance age.”

The law also gives the responsibility for attendance and control of the child to the parent (***§16-28-12, Code of Alabama, 1975***). If the child is truant there are several actions that can be filed against the parent and/or the child.

Actions against Adults

- A. A criminal action can be brought against any “parent, guardian, or other person having control or charge of any child....who fails to have such child enrolled in school or who fails to compel such child to properly conduct himself as a pupil” and they “shall be guilty of a misdemeanor and, upon conviction, shall be fined not more than \$100 and may also be sentenced to hard labor for the county for not more than 90 days...” (***§16-28-12, Code of Alabama, 1975***).
- B. “it shall be unlawful for any parent, guardian, or other person to willfully aid, encourage, or cause any child to become delinquent, dependent, or in need of supervision or by words, acts, threats, commands, or persuasions, to induce or endeavor to induce aid, or encourage a child to do or perform any act or to follow any course of conduct which would cause or manifestly tend to cause such child to become or remain delinquent, dependent, or in need of supervision or by the neglect of any lawful duty or in other manner contribute to the delinquency, dependency, or need of a child. Failure on the part of any parent, guardian, or other person having custody of the child to cause such child to attend school as required by the compulsory attendance law shall be held to be encouraging, causing, and contributing to the delinquency, dependency, or need of supervision of such child” (***§12-15-111, Code of Alabama 1975, Revised***). “Whoever violates this section shall be guilty of a misdemeanor and, upon conviction, shall be fined not more than \$500 or sentenced to hard labor for the county for a period not to exceed 12 months or both”. (***§12-15-111. Code of Alabama 1975, Revised***).

- C. Educational Neglect: “Dependent child: A child whose parent(s), guardian, or custodian fails, refuses, or neglects to send such child to school in accordance with the terms of the compulsory school attendance laws of this state...” (§12-15-102(8) (a) (4), *Code of Alabama* 1975, Revised).

Action against the Alleged Truant Child

“In case any child becomes a habitual truant, or because of irregular attendance or misconduct has become a menace to the best interest of the school...and the parent...files a written statement in court...the attendance officer must file a complaint before the judge of the juvenile court...whereupon such child must be proceeded against...for the purpose of ascertaining whether such a child is a dependent, neglected, or delinquent child.” (§16-28-14, *Code of Alabama*, 1975)

Notice: “In all cases investigated where no valid reason for non-enrollment or non-attendance is found, the **Attendance Officer** shall give written notice to the parent...and **shall be required** to bring criminal prosecution against the parent...” (§16-28-16, *Code of Alabama*, 1975). *Literal, not substantial, compliance is required of the notice provisions of this section. See, Ex parte Hill, 381 S0.2d94 (Ala.1980).*

Custody

When a child is found away from home and not in the custody of the person having charge or control, “it shall be the duty of the attendance officer, probation officer, or other officer authorized to execute writs of arrest to take into custody without warrant any child required to attend school...” (§16-28-17, *Code of Alabama*, 1975).

Regulations Governing Attendance

A. Enrollment and Attendance

- a. Compulsory enrollment and attendance is mandated by Alabama Law for any child between the ages of 6 and 17 years. Compulsory enrollment and attendance are required each year for these ages unless the pupil is legally excused from enrollment by the Superintendent, Board of Education, or the courts. Only those officials have authority to excuse a child from enrollment and attendance.
- b. All school personnel shall report known cases of non-enrollment and irregular attendance to the principal. The principal shall report cases of non-enrollment or irregular attendance to the System’s Attendance, Safety, and Security Department.

B. Absenteeism

- a. Parents or guardians shall send a note of explanation, i.e., court notes, doctor’s notes, or parent excuses to the school the day the child returns to school. Failure of the parent or guardian to send a note will ordinarily result in the absence being marked unexcused.
- b. Check-outs and check-ins shall be considered as an absence for the classes missed. Notes of explanation for the absence will be required as in Section B (1) above.
- c. It is the responsibility of the student to contact the teacher within three (3) days of returning to arrange for make-up work.
- d. Students will not be allowed to participate or attend a school function, such as athletic events, dances, field trips, etc., if they are not in school for at least one half (1/2) of the instructional day of the event, except for emergency situations approved by the principal.

- e. At the discretion of the principal, classwork, nine-week tests, midterms, and final exams may be made up and credit given for those students who have been suspended during exam periods.

C. Number of Absences Allowed

- a. The Bessemer City Board of Education recommends a minimum attendance standard of 180 days per school year. Therefore, a student who accumulates more than ten (10) absences during a school year is subject to loss of credit and/or retention.
 - i. Any student enrolled in grades K-12, who accumulates more than ten (10) absences during the year, is subject to being retained in the same grade the succeeding year. Absences beyond ten (10) must be documented with a doctor's or court excuse. Parent-written notes will not excuse time missed from school after a student has exceeded 10 or more absences. Once a student has accumulated ten (10) or more absences, a doctor's excuse or court excuse will be required to explain any future absences through the end of the school year.
 - ii. School sponsored or sanctioned activities are exempt and do not count toward the total absences allowed; however, arrangements must be made for making up work as required.
 - iii. According to the Alabama State Department of Education, excused absences are as follows:
 - 1. Illness
 - 2. Death in the immediate family
 - 3. Inclement weather which would be dangerous to the life and health of the child as determined by the principal
 - 4. Legal quarantine
 - 5. Emergency conditions as determined by the principal
 - 6. Prior permission of the principal and consent of the custodial parent or legal guardian (a parent's prior notification to the school does not automatically excuse the absence)

D. Make-Up Work

- a. **Excused Absences** – If a student is absent for any excused reason as defined above, the student shall be allowed the opportunity to make up all assignments missed during said absence or absences at a time agreeable to the teacher(s). Given the number of days missed due to excused absences, students shall be given an appropriate time period in which to complete the assignment(s). For assignments that were due on the day in which the student was absent, provided that the due date was previously communicated prior to the student's absence, the student should be prepared to turn-in the assignment upon returning to school.
 - i. **PROCEDURE FOR RETRIEVING MISSED ACADEMIC WORK**
 - 1. Within three (3) days of returning to school from an excused absence, the student will contact his/her teacher(s) to arrange for make-up work.
 - 2. The teacher(s) will provide an overview of any academic work missed as a result of the absence, and communicate a due date for which the school work should be completed and turned in for credit.

- b. **Unexcused Absences** at K-12 levels – Make up work will be given at the principal’s discretion.
- E. **Check out Procedure** – Students checking out of school must be signed out by the parent, legal guardian, legal custodian, or designated responsible adult. Notes, faxes, email, and telephone calls will be not accepted. The principal has the responsibility of making a decision in the best interest of the student when emergency situations and unusual circumstances arise.
- F. **Notification of Parent or Guardian**
- a. Attendance letters will be mailed to parents of students in grades K-12 after the 3rd and 5th absence that is not documented by court, doctor, excused parent note, or principal’s permission during the school year. Tardies will be closely monitored and students with consistent tardies to school and/or excessive unexcused check-ins and check-outs may be summoned to the Early Warning Program. Tardies to school and excessive unexcused check-ins / check-outs should not exceed more than 2 per month.
 - b. In keeping with the procedures of the Early Warning Program, maximum flexibility is allowed by the principals and teachers to determine if absences are truancy cases before mailing the first notification to parent or guardian. All excuses must be documented in writing by the parent or guardian. The Attendance, Safety, and Security Department or school principal reserves the right, despite submission of such written excuse, to evaluate each case on its individual merits to determine if referral to the Early Warning Program is appropriate. Reasons for non-referral after the requisite number of absence shall be documented by the principal or his designee. Only those names listed on the Request for Early Warning Referral will be sent a letter from Juvenile Court Services to report to Early Warning Session.
 - c. The following protocol shall be followed by schools when absences occur:
 - i. Attempted phone contact upon the occurrence of any school absence
 - ii. Provide written notification upon the second unexcused absence
 - iii. Conduct a pre-Early Warning Program referral conference upon the third unexcused absence
 - iv. Submit an Early Warning Program student referral upon the fifth unexcused absence

G. Early Warning Program

- a. Purpose – The Early Warning Program is a school/community based program to assist public school personnel, parents, and law enforcement personnel in providing for early intervention for children and youth who are truant or in danger of becoming truant. A child is truant if no explanation is provided for absences or the child is absent of reasons other than those recognized as excusable.
- b. Description – The Early Warning Program is a cooperative effort involving the Bessemer City Board of Education, Honorable Lorraine Pringle, District Court Judge of Jefferson County; District Attorney, Lynnece Washington for Jefferson County; Juvenile Court Services; and the Department of Human Resources.
- c. Procedure – Parents will be notified when truanancies have occurred. Per State Department guidelines, participation in the Early Warning Program is required. Should truanancies occur,

the parent(s) and child may be summoned to a juvenile court session. Further truancies could result in the filing of a petition and/or warrant.

H. Loss of Credit for Excessive Absences

- a. When a student in grades K-12 has accumulated more than ten (10) absences per year, the principal shall evaluate the attendance record and may recommend retention. A student has (8) eight unexcused absences out of a total of 12 absences may be retained due to excessive absences, If such is the case, the parent/guardian and the Curriculum and Instruction Department shall be notified in writing in the event of retention.
- b. Regarding high school students and semester classes, when a student in grades 9-12 has accumulated more than 6 absences in a class during the semester, the principal shall evaluate the attendance record and may recommend loss of credit. A student who has 4 unexcused absences out of a total of 7 or more absences during a semester may be denied academic credit for excessive absences. The parent/guardian and the Curriculum and Instruction Department shall be notified in writing in the event of loss of credit.
- c. A student who has been retained or lost credit because of noncompliance with attendance policies shall receive a Noncompliance Attendance (NCA) on the report card and all other records for that semester or that year.
- d. NCA loss of grade will be made up in the same manner other failures and retentions are made up.

I. Due Process Procedures

- a. The parent, guardian, or student may request a hearing with the principal in writing, signed and dated, within five (5) days from the date of the notification of the loss of credit or retention.
- b. The failure of the parent, guardian, or student to request a hearing shall be sufficient evidence to sustain the loss of credit or retention.
- c. The decision of the principal at the local school to deny credit or to retain a student may be appealed to the Superintendent in writing within five (5) days after the hearing at the local school has taken place.

NOTIFICATION OF RIGHTS UNDER PUBLIC LAW 93-380

Parents or guardians have the right to inspect and review all official records, files, and data directly relating to their children including the permanent record folder. This right is conferred upon the student when the student become 18 years of age.

A request to review such records must be made to the school principal. Upon review of such records, the parent, guardian, or eligible-age student may request a hearing to challenge the content of such records if desired.

No personally identifiable information of students will be released without the written consent of parent, guardian, or eligible-age student except in the following:

- A. School personnel involved in the educational process.
- B. Officials of other schools in which the student enrolls or intends to enroll
- C. Authorized representative of:
 - a. Comptroller General of the United States
 - b. The Secretary of the Office of Education
 - c. An administrative head of an education agency
 - d. Any state education agency
 - e. Legal systems (subpoenas)

Transcripts of permanent records will be sent to other schools in which a student enrolls, or intends to enroll when requested by school officials or when requested by the parent, guardian, or eligible-age student.

ACCESSIBILITY OF RECORD TO MILITARY RECRUITERS

According to Alabama law (*Code of Alabama*) all city and county public school systems of Alabama shall allow reasonable access of their public school facilities to official recruiting representatives of branches of the armed forces and military forces of the United States, consistent with policies governing other agencies not a part of the school system, to inform student on the educational and occupational options in military services. **If you choose for your child's name and address not to be given out to official recruiting representatives of branches of the armed forces and military forces, you must notify the school of this request in writing, within fifteen (15) days of enrollment.**

NOTICE OF GIFTED EDUCATION SERVICES

Gifted students are those who perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. In addition, some students with disabilities may be gifted. The Bessemer City Board of Education prohibits discrimination against any student on the above basis with respect to his/her participation in the gifted program.

A student may be referred by teachers, counselors, administrators, parents, or 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 three areas:

- A. Aptitude - Assessed through an individual or group test of intelligence or creativity.
- B. Characteristics – A behavior rating scale designed to assess gifted behaviors completed by a classroom teacher.
- C. 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 the assessments/items used are entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualified for gifted services. Contact the student's teacher or the school counselor to refer a student for consideration for gifted services. For more information, contact the Coordinator of Exceptional Education.

STUDENT SUBSTANCE ABUSE GUIDELINES

Bessemer City Schools requires that all students report to school, sport practices, and competitive events without prohibited substances in their system. Participating in student competitive extracurricular activities and parking a vehicle on school grounds is a privilege, not a right, and the student must be willing to conform to the guidelines of the Competitive Extracurricular Substance Abuse Guidelines and the Student Parking Privilege Substance Abuse Guidelines in order to participate in these activities.

In order to enforce these rules, the Board reserves the right to require all students participating in a competitive extracurricular activity or parking a vehicle on Board property to submit, at any time prior to, during, or following any practice, competitive event, or otherwise while under the supervision or care of this school system, to drug tests to determine the presence of prohibited substances.

Failure to conform to the Substance Abuse Guidelines will result in a student being suspended from participation for a minimum period of seven weeks and the completion of an approved drug education program.

HARASSMENT, VIOLENCE, THREATS OF VIOLENCE, AND INTIMIDATION

Passed by the state of Alabama Legislature, House bill 216 became effective July 1, 2010. As a result, public school districts in Alabama are now required to establish school board policy to address and prevent harassment, violence, threats to do violence, and intimidation in the school environment.

The Bessemer City Board of Education adopted its own anti-harassment policy which strictly prohibits this behavior. Harassment is defined as a continuous pattern of intentional behavior, and includes (but is not limited to) written, electronic, verbal or physical acts that are reasonably perceived to be threatening by the student victims.

Jamari Terrell Williams Student Bullying Prevention Policy

Section 1: Bullying, Intimidation, Violence, and Threats of Violence Prohibited.

No student shall engage in nor be subjected to bullying, violence, threats of violence or intimidation by any other student that is based on any of the specific characteristics set forth in this policy. Students who violate this policy will be subject to appropriate disciplinary sanctions as specified in the *Parent-Student Handbook*, subject to the investigating school administrator's authority and decision.

Section 2: Definitions

In this policy, these terms shall have the following meanings:

(a) **"Bullying"** means a continuous pattern of intentional behavior on or off of school property, on a school bus, or at a school-sponsored function including, but not limited to, cyberbullying or written, electronic, verbal, or physical actions 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 contained in this policy. To constitute bullying, 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) **"Hostile Environment"** means the perception by an affected student that the conduct of another student constitutes a threat of violence or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person, under the circumstances, would agree that the conduct constitutes bullying, threat of assault, or assault.

(c) **"Violence"** means the unjustified infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.

(d) **“Threat”** means a statement of an intention to inflict pain, injury, damage, or other hostile action to cause fear of harm. The intention may be communicated through an electronic, written, verbal, or physical act to cause fear, mental distress, or interference in the school environment. The intention may be expressly stated or implied and the person communicating the threat has the ability to carry out the threat.

(e) **“Threat of Violence”** means an unjustified expression of intention to inflict injury or damage that is made by a student and directed to another student.

(f) **“Intimidation”** means an unjustified threat or other action that is intended to cause fear or apprehension in a student.

(g) **“Student”** as used in this policy means a person who is enrolled in the **Bessemer 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 ***Parent-Student Handbook***. Students are expected and required (1) to comply with the requirements of law, policy, regulation, and rules prohibiting bullying, 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) Bullying, intimidation, violence, or threats of violence are prohibited and will be subject to appropriate disciplinary consequences and/or sanctions if the student-perpetrator of such action is found to have based the prohibited action on one or more of the following personal characteristics of another student:

- ***Race***
- ***Sex***
- ***Religion***
- ***National origin***
- ***Disability***
- ***Gender Identity***
- ***Sexual orientation***
- ***Marital Status***

Section 4: Consequences for Violations

A series of graduated consequences for any violation of this policy will be those outlined in the ***Parent-Student Handbook*** or any rule or standard adopted under authority of this policy by the Board.

Section 5: Reporting, Investigation, and Complaint Resolution Procedures

(a) Complaints alleging violations of this policy may be made on a Board-approved complaint form available in the handbook, on the website, or at the school’s office. The complaint must be delivered to the principal or the principal’s designee either by mail or personal delivery. Incidental or minor violations of the policy may be presented and resolved informally.

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 is authorized to

inform the student's parent or guardian of the report, unless, at the discretion of the school principal or the principal's designee, the apparent cause of the threat of suicide is child abuse or other significant harm arising from the complaining student's parent or guardian.

(b) Upon receipt of the complaint, the principal or the principal's designee will 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 a reasonably prompt investigation of the complaint. The investigation will entail the gathering of relevant facts and evidence taking into account the circumstances of the complaint. If the investigation establishes a violation, appropriate disciplinary sanctions may be imposed on the offending student(s). Other measures that are reasonably calculated to prevent a recurrence of the violations(s) may also be imposed by the principal or the school system via the Superintendent and Board.

(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 may be subject to disciplinary sanctions that may include any sanction, penalty, or consequence that is available to school officials under the *Parent-Student Handbook*. A student who deliberately, recklessly, and falsely accuses another student of a violation of this policy may be subject to disciplinary sanctions as outlined in the *Parent-Student Handbook*.

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 on the website of each local board of education and school, shall be available, in paper form, at each school office and the Board's Central Office, and shall be included in the student handbook that is distributed to each student at the beginning of each school year.

Common Forms of Bullying [Please note that this is not intended to constitute an exhaustive list]

Verbal Bullying

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm
- Other pervasive, ongoing pattern intended to intimidate, harass or shame a student

Social Bullying

- Exclusion – intentionally excluding a student
- Telling other students not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public
- Other pervasive, ongoing pattern intended to intimidate, harass or shame a student

Physical Bullying – The victim’s personal boundaries are violated.

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone’s things
- Making mean or rude hand gestures
- Other pervasive, ongoing pattern intended to intimidate, harass or shame a student

Cyberbullying

- Intimidating text messages or e-mails
- Rumors by email or social networking sites
- Embarrassing pictures and videos
- Trolling/Posting unacceptable comments intended to insult or embarrass a student
- Sending inappropriate or threatening comments and/or images through social media, multimedia messaging services/apps, or other internet forums
- Other pervasive, ongoing pattern intended to intimidate, harass or shame a student

Helpful resources: “Best Practices in Bullying Prevention,” found at <http://stopbullyingnow.hrsa.gov>.

**Bessemer City School System
Bullying Complaint Form**

School System: **Bessemer City Schools**

School's Name: _____

Student's Name: _____

ID#: _____ Student's Age: _____

Student's Race: _____ Student's Grade: _____

INFRACTION REPORTED BY: ___STUDENT ___PARENT/GUARDIAN

<i>Date of Incident</i>		<i>Time</i>	
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<i>Specific Location of the Incident</i>	
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DESCRIPTION OF INCIDENT: (PLEASE BE VERY SPECIFIC WITH THE DETAILS)

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OTHER INFORMATION/WITNESSES/ADMINISTRATOR OR STAFF MEMBER THIS INCIDENT WAS REPORTED TO, ETC.

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The *Jamari Terrell Williams Student Bullying Prevention Act, No. 2018-472*, defines bullying as 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, cyberbullying or 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 contained in the policy adopted by the local board. To constitute bullying, a pattern of behavior may do any of the following:

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

Student: _____ Date: _____

Or

Parent/Guardian: _____ Date: _____

(Please note that the submission of a complaint does not automatically substantiate that misconduct has occurred. The school administration has the prerogative to investigate any allegations of wrongdoing.)

STATUTORY AUTHORITY:

*CODE OF ALABAMA
§ 16-1-30*

*LAW(S) IMPLEMENTED:
(THE STUDENT HARASSMENT PREVENTION ACT)*

*CODE OF ALABAMA
§ 16-28B-1, et seq*

HISTORY:

REVISED: April 8, 2019

ADOPTED: May 14, 2019

REVISED: May 10, 2019

In an effort to minimize this type of behavior in the school environment, the Bessemer City Board of Education has created a process whereby a student, or the student's parent or legal guardian, may report instances of harassment to the school administrator for further review and investigation. The reporting form is available through the school district's website. When incidents of harassment are investigated and confirmed, the school administrator will apply appropriate disciplinary consequences.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) NOTICE FOR DIRECTORY INFORMATION

The Family Education Rights & Privacy Act (FERPA), A Federal law, requires that Bessemer City Schools (BCS), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, BCS 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 BCS 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 1986 (ESEA) to provide military recruiters and institution of higher learning, 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 consent. If you do not BCS to disclose directory information from your child’s education records without your prior written consent, you must notify the School principal in writing within fifteen (15) school days of the student’s first day of attendance.

BCS may disclose the following examples as directory information:

- Student’s name
- 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

¹ These laws are: Section 9528 of the ESEA (20U.S.C 7908), as Amended by the No Child Left Behind Act of 2001 (P.O. 107-110), the education bill, and 10 U.S.C. 504, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation’s armed Forces.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

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

- The right to inspect and review the student’s education records within 45 days of the day the School received a request for access
- Parents or eligible student should submit to the School principal [or appropriate school official] a written request that identified the records(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
- Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate

If the school principal decides not to amend the record as requested by the parent or eligible student, the school principal 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.

- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorized disclosure without consent

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

A school official has a legitimate 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 or school district in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the 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 20202-4605*

NOTIFICATIONS OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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

- Consent before students are required to submit a survey that concerns one or more of the following protected areas (“protected information survey”) if they survey is funded in whole or in part by a program of the U.S. Department of Education –
 - i. Political affiliations or beliefs of the student or student’s parent;
 - ii. Mental or psychological problems of the student or student’s family’
 - iii. Sex behavior or attitudes;
 - iv. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - v. Critical appraisals of other with whom respondents have close family relationships;
 - vi. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - vii. Religious practices, affiliations, or beliefs of the student or parents; or
 - viii. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of –
 - i. Any other protected information survey, regardless of funding;
 - ii. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing , vision, or scoliosis screenings, or any physical exam or screening permitted or require under State law; and
 - iii. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- Inspect, upon request and before administration or use –
 - i. Protected information surveys of students;
 - ii. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
 - iii. Instruction material used as part of the education curriculum

Bessemer City School (BCS) will develop these policies, in consultation with parents, regarding these rights, as well as arrangements to protect student’s privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. BCS will notify parents and eligible students of these policies annually through the publication of the Bessemer City ***Parent-Student Handbook*** and up enrollment of students thereafter.

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

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

ACCEPTABLE USE POLICY (AUP) FOR TECHNOLOGY RULES AND REGULATIONS

Technology

Bessemer City Schools (Board) provides students with access to technology in order to enhance student learning. The term “technology” as used in this document, is intended to have a broad interpretation. The term “technology” as used herein, includes, but is not limited to computers, networks, the Internet, electronic mail, instant messaging, electronic devices, mobile devices, wearable devices, hardware, software, and accounts. Although cell phones, smart phones and wearable technology can be used for many of the same activities as other forms of technology, additional rules apply to the possession and use of these communication devices. This AUP applies to all technology, regardless of ownership, used on school property, during school hours or during other school-related activities. It also applies to the use of Board-owned technology regardless of location or time of day.

Parental Restriction on Independent Internet Access

Parents of students under the age of 17 may request that their child not be allowed to independently access the Internet by notifying the school principal in writing within fifteen (15) school days of the student’s first day of attendance each school year. This restriction applies to the student independently operating any Board-owned technology to access the Internet. It does not prohibit the student from viewing Internet sites presented by school staff or by other students as part of a lesson, or from using Internet-hosted software used by the school. In these cases, school personnel will take appropriate steps to restrict the student from using technology to access the Internet beyond the scope of the lesson or assessment. However, school staff cannot directly supervise every student every minute of the day they are on the computer.

Personally-Owned Technology

The use of any personally-owned technology at school is a privilege, not a right. The Board reserves the right to place conditions on, restrict, or prohibit the use of personally-owned technology on its property. Students may only use personal technology during school hours when given specific permission to do so by their teacher or a school administrator. Prior to bringing any personal technology to school, students must first determine, which devices their school allows on campus. Permissions may vary from school to school. All devices, software or accounts used to set up their own network for Internet access, such as wireless access points or “hotspots”, virtual private networks (VPNs), are prohibited at all schools.

School officials may read, examine, or inspect the contents of any such device upon reasonable suspicion that the device contains evidence of an actual or suspected violation of the law, of Board policy, of the code of student conduct, or of other school rules, provided that the nature and extent of such examination shall be reasonably related and limited to the suspected violation. The school/school system is not responsible for the loss, damage, or theft of any electronic device brought to school or to a school event.

Rules and Limitations

Students should strive to be good “digital citizens”. In addition to following this AUP, school rules, and Board Policies, students must also comply with all applicable local, state, and federal laws when using technology. Any student identified as a security risk, or as having a history of such, may have their access to technology restricted or denied and may be prohibited from bringing personally – owned technology on campus.

Expectation of Privacy

Students should not expect that their files, communications, or Internet use while using Board-owned technology are private. Authorized staff may access, search, examine, inspect, collect, or retrieve information of any kind

from the Board's technology, at any time and without prior notice in order to determine if a user is in violation of any of the Board's rules, or for any reason not prohibited by law.

In addition, authorized staff may delete or remove a user's files from Board – owned technology without warning when those files violate the AUP or when necessary to maintain safe and correct operations of the Board's technology. As noted above, school officials may read, examine, or inspect the contents of any personally – owned technology upon reasonable suspicion that the contents or recent utilization of the technology contains of an actual or suspected violation of the law, of Board policy, of the code of student conduct of other school rules, provided that the nature and extent of such examination shall be reasonably related and limited to the suspected violation.

Permission to Use Technology

In general, students should only use technology on - campus with a teacher or administrator's permission. During school hours they should only use technology, whether the Board's or their own personal technology, for school – related purposes.

Students must have specific permission in order to...

- Use personally-owned technology while in school
- Publish information to websites, blogs, wikis, or other online workspaces. When doing so, students are expected to adhere to applicable design requirements, online safety practices, and general rules of good behavior.
- Take Board-owned technology off-campus. A permission form, including specific instruction and conditions, may need to be signed.

Examples of Unacceptable Use

This list does not cover every possible inappropriate action or use of technology. Students who engage in actions not specifically covered by this policy may be subject to appropriate disciplinary action in accordance with the Code of Student Conduct.

Student shall not:

1. Tamper with or modify technology, utilities, and configurations, or modify access control permissions, either with or without malicious intent.
2. Dispose of, move, or remove technology from its assigned location without the express direction or permission of the supervising teacher.
3. Disable, circumvent or avoid security measures, including the use of proxies to bypass Internet filter, logon procedures, or any other security feature.
4. Send or intentionally receive files dangerous to the integrity of the network.
5. Intentionally damage, destroy, disable, or remove parts from technology devices. In such cases students or their families may be held financially responsible for the repair, replacement, or reconfiguration of affected equipment.
6. Intentionally damage, delete, destroy, or interrupt access to software or data files. In such cases, students or their families may be held financially responsible for the reinstallation, replacement, or reconfiguration of affected software and files.

7. Develop or install malicious software (on or off campus) designed to infiltrate computers, damage hardware or software, spy on others, or compromise security measures.
8. Disrupt the use of others by creating excessive network congestion through the use of online gaming, video, audio, or other media for non – school purposes.
9. Use technology in any way with the intention of annoying, bullying (i.e. cyberbullying), harassing, interfering with, or causing harm to individuals, institutions, organizations, or companies.
10. Install or download any software, including toolbars, without authorization.
11. Broadcast messages or participate in sending/perpetuating chain letters on networks.
12. Install or modify wireless connectivity devices such as wireless access points and routers.
13. Connect personal devices to system – owned or maintained equipment, or “tether”, in order to use WiFi or cellular services, through which unfiltered Internet access may be gained.

Students shall not:

14. Attempt to obtain, steal, hack, or otherwise alter another user’s login ID and/or password.
15. Access or use another user’s account, network credentials, resources, programs, files or data.
16. Allow others to use your network account and/or password to access the network, email, or the Internet.
17. Use another person’s identity or a fictitious identity.
18. Save information on any network drive or device other than your personal home directory or a teacher-specified and approved location.
19. Cause files to appear as if another person created them.
20. Forge or otherwise falsely reproduce or alter report cards, letters from the school, or other school system correspondence.
21. Forge or attempt to forge or “spoof” email messages.
22. Send or attempt to send anonymous email messages.
23. Use technology to cheat or plagiarize, or assisting others to cheat or plagiarize.
24. Send or request information including but not limited to hoaxes, chain letters, jokes, phishing scams, etc.
25. Intentionally waste supplies and materials.
26. Download games or play online games for personal entertainment rather than learning.

27. Use any System technology resource for personal gain, commercial, political, or financial gain.
28. Participate in personal, non-instructional, digital or online communications without the explicit permission and supervision of authorized school personnel (i.e. chat, email, social media, forums, text or instate messaging, blogging, etc.).
29. Create, access, view, or post to personal online accounts while at school.

Students shall not:

30. Use inappropriate language, gestures, or symbols in any digital communications or files, including audio/video files.
31. Create, store, access, use, request, display, or post impolite, abusive, offensive, obscene, profane, racist, inflammatory, libelous, inaccurate, derogatory, malicious, insulting, embarrassing, bullying or threatening language, images, audio files, messages or other files.
32. Edit or modify digital pictures with the intent to embarrass, harass, or bully.
33. Link to external sites considered inappropriate by Board standards.
34. Intentionally view or encourage/enable others to view any material that may not have been filtered, but would be classified as inappropriate for the school environment whether on the Internet, or sent as an email attachment, or access from a digital storage device.
35. Commit the Board, any school, or any employee of the Board, to any unauthorized financial obligation. Any resulting financial burden will remain with the user originating such obligations.
36. Conduct communications about unlawful activities including references to illegal or controlled drugs, gun crimes, or violence.
37. Violate federal, state or local laws, including use of network resources to commit forgers, or to create a forged instrument (i.e. counterfeit money, fake identification, etc.).
38. Violate copyright laws, including illegally copying software, music, videos, and documents. (Students should become familiar with Copyright, the Digital Millennium Copyright Act, and Fair Use laws to ensure they fully understand the limitations of Fair Use rights).
39. Copy or use logos, icons, graphics, trademarks, or other legally protected data or images.

Student shall not:

40. Attempt to read, delete, copy, forward, or modify email or electronic files of others.
41. Post any false or damaging information about other people, the school system, or other organizations.
42. Falsely post as an employee of the Board of Education on any website, online forum, social networking site, or other online venue.

43. Post the image or intellectual property of others without their permission.
44. Post or expose the personal information of yourself or others. Personal information includes, but is not limited to a person's full name, home or work address, phone numbers, and social security number.
45. Post your own full name or the full name of other students to a school website, blog, wiki, or other publicly accessible Internet site. When posting information about yourself or a fellow student, you may only use the first name and first letter of the last name of the individual. In addition, no information may be posted about a student if their parent or guardian has notified the school in writing that their child's information cannot be posted on the web.
46. Make appointments to meet unknown individuals contacted via electronic communications.

Student shall not use Technology to compromise the personal privacy, reputation, identity, or safety of themselves or others.

Disciplinary Actions

Students are responsible for their behavior as it relates to technology. Therefore, students who are issued individual accounts shall take responsibility for keeping their login IDs and passwords secure. School and/or System – level administrators will make the determination as to whether specific behavior has violated acceptable practices. Disciplinary actions for violating the AUP will be commensurate with those outlined in the Bessemer City Board of Education ***Parent-Student Handbook***. In certain cases, financial penalties may apply.

Technology networks can provide individuals with access to locations in the United States and around the world. Students should be aware that they may be liable for any violations of law committed while using technology. The Bessemer City Board of Education will provide information about the use of its technology resources to local, State, or Federal law enforcement agency or civil court in accordance with applicable law.

Limitation on Liability

The Board makes no warranties of any kind; either expressed or implied, that the functions or the services provided by or through the Board's technology will be error-free or without defect. The Board will not be responsible for any damage users may suffer, including but not limited to loss of data, failure to block or filter, or interruptions of service. The Board will take reasonable steps to maintain the security of its technology; however, no assurance can be given that security breaches will not occur. Students should report any suspected or actual breach of security. Although the Board claims ownership of its various technology, all user-generated data, including email content and digital images, is implicitly understood to be representative of the author's individual point of view and not that of the school or school system. Students and their parents must also be aware that the Board cannot assume any liability arising out of the illegal or inappropriate use of technology.

Bessemer City Schools provides technology measures that include blocking or filtering internet access to visual depictions and text that are obscene, pornographic or harmful to minors. These measures cannot be considered 100% effective. Students should report materials, images, etc. which they feel are inappropriate or a disruption of the learning environment to a teacher, school administrator, and/or to the Bessemer City Schools Information Technology Department.

Acknowledgement Form

By signing the *Parent-Student Handbook* Acknowledgement form, students and parents affirm that they have received and understand these rules and regulations. However, failure to sign or return a signed form does not release students from their obligation to abide by these AUP rules and regulations and all other applicable Board policies.

MEDIA AND WEB RELEASE

Media Release

From time to time the school and/or school district may wish to publish the image and/or intellectual property of students in order to enhance individual, group, school, or system-wide accomplishments. Intellectual property includes, but is not limited to, photographs, audio/video productions, and other written and graphic works. These reproductions can be used to publicize/promote the child's school or the school district through the commercial print or television media and through its own media productions. This also includes school yearbooks, school newspapers, and programs for school events such as athletics, choral and band. Unless parents notify the school in writing that they do not grant the Bessemer City Board of Education the right and permission to publish their child's image and/or intellectual property, these images and/or intellectual property may be used for publication, broadcast, or reproduction without limitations, or reservation, or any fee.

Web Release

From time to time a teacher, the school and/or the school district may wish to publish the image and/or intellectual property of students to various official websites operated by the district, including official online school newspapers. Intellectual property includes, but is not limited to, photographs, audio/video productions, and other written and graphic works. The intent of such postings is to report school or district news and to enhance individual, group, school, or system-wide accomplishments.

In addition, many teachers now use blogs or other online learning management programs as a means of having students submit comments and intellectual property as a modern-day method of engaging students in learning. In some cases, the work that students submit to these blogs is readable by the general public. Students are instructed never to use their full name in such postings.

Unless parents notify the school in writing within fifteen (15) days of enrollment that they do not grant the school and/or Bessemer City Board of Education the right and permission to publish their child's image and/or intellectual property on its various official websites, then these images and/or intellectual property may be used in web publications without limitations, or reservation, or any fee.

Online School Newspapers

As a general practice, teachers are instructed never to publish a minor child's individual, identifiable photograph along with their full first and last name to any website. However, in the case of official online school newspaper, the school may naturally wish to publish the student's full name and picture. Parents who do not wish their child's full name and identifiable picture to be used in an official school newspaper must also notify the school in writing with fifteen (15) days of enrollment.

Restricting Media and Web Publishing

Parents should refer to the Parental Permission section of this *Parent-Student Handbook* for information on how to notify the school of any restrictions they wish to place on either Media or Web publishing.

Parent Restriction on Independent Internet Access

According to the Children’s Internet Protection Act (CIPA) parents of student under the age of 17 may prohibit their child from accessing the Internet independently while at school. This restriction applied to the student independently operating any Board-owned technology to access the Internet. It does not prohibit the student from viewing Internet sites presented by school staff or by other students as part of a lesson, or from using Internet-hosted software used by the school.

Parent, who wish to prohibit their child from using Internet independently, must notify the school principal in writing within fifteen (15) school days of the student’s first day of attendance each school year. In these cases, school personnel will take appropriate steps, to restrict the student from using Board-owned technology to access the Internet beyond the scope of the lesson or assessment. It is not reasonable that school staff can directly supervise every student every minute of the day. Therefore, parents should explain this restriction to their child in order to help the school enforce their wishes.

Parent Restriction on Student Setting Up Online Account without Parental Permissions

We are indeed lucky that there are so many free educational resources available on the Internet. Throughout the year, teachers may find free, educationally-appropriate online software programs that they wish their students to use. Due to the Children’s Online Privacy Protection Act (COPPA) and other conditions, some publisher may require the parents of minors to grant permission before the child sets up an account in their program.

Because obtaining written permission for every program for every student will be burdensome on both the school and the parent, Bessemer City Schools will use the following process. Teachers who plan to use such programs will first obtain their principal’s permission to do so. The principal will review the Terms and Use and the Privacy Policy of the software. Once the principal approves the use of the software, the teacher will be allowed to instruct students to set up their online accounts and begin using the program.

Parents who do not want their child to be able to set up an online account in an approved program, but would rather be informed individually about each program being used, must notify the school in writing within fifteen (15) school days of the student’s first day of attendance each school year. Once this letter is on file at the school, the teacher will notify the parent of their intentions to use a free program that requires parental permission and the parent will need to send a written permission form to the school for that individual program before the child can create an account and use the program at school. It is the parent’s responsibility to explain to their child that they do not wish them to use a particular program. If a parent denies permission for their child to set up an account in a specific program but the child subsequently sets up an account from home or elsewhere on their own, it will not be the school’s responsibility.

Important Technology Related Notices to Parents

Personally-Owned Technology

The use of any personally-owned technology at school is a privilege, not a right. Prior to bringing any personal technology to school, students must first determine which devices their school allows on campus. Permissions may vary from school to school.

Legal Issues

Technology networks can provide individuals with access to locations in the United States and around the world. Persons should be aware that they may be liable for hurtful speech, invasion of privacy, copyright, and other violations in all 50 states and worldwide. The Bessemer City Board of Education will cooperate with any properly executed request from any local, State, or Federal law enforcement agency or civil court.

Media and Web Publishing

Parent Restriction on Media and Web Publishing Parents who do not grant the school permission to publish their child's image and/or intellectual property as explained earlier in this *Parent-Student Handbook* must write to the school principal within fifteen (15) school day of the student's first day of attendance each school year. Once submitted, parents can change or remove these restrictions by submitting such changes in writing to the school's principal. However, the district and/or school cannot retract or change any items that were sent to publishers prior to the parent submitting the change.

Online School Newspaper Publishing

Parents who do not wish their child's full name and identifiable picture to be used in an official online school newspaper must notify the school in writing within fifteen (15) days of enrollment.

Yearbook Publishing

Parents should pay close attention to the fact that yearbook pictures are also covered by any general publishing restrictions they put in place.

Military Recruiters

If you choose for your child's name and address not to be given out to official recruiting representatives of branches of the armed forces and military forces, you must notify the school of this request in writing, within 15 school days of the student's first day of attendance.

ALABAMA DEPARTMENT OF PUBLIC HEALTH IMMUNIZATION FORM INSPECTION

Each year, the Alabama Department of Public Health (ADPH) conducts an audit of student immunization records to ensure that children enrolled in school in Alabama are protected from vaccine-preventable diseases or have valid exemption from vaccination.

The Family Education Rights and Privacy Act mandates parental consent be obtained for persons not employed by this school to view the records of its students, If you DO NOT wish your child's immunization record (blue slip) to be evaluated by ADPH personnel, please notify your child's school in writing within fifteen (15) days of enrollment and your request will be placed with your child's form. NO RESPONSE from you will indicate that you will allow ADPH to audit the immunization of your child.

IMMUNIZATION AND SOCIAL SECURITY NUMBER REQUIREMENTS

According to Alabama law (§16-30-4, Code of Alabama) Boards of Education shall require each student who is otherwise entitled to admittance to present an Alabama Certificate of Immunization. These certificates may be obtained from the Jefferson County Health Department or your local physician. Every child enrolled in an Alabama public school grades kindergarten through 12 shall have a Social Security Number and a valid Social Security Card or a school assigned identification Number to be presented to school officials at the time of pre-registration for verification and return to the child, parent, and/or guardian.

BESSEMER CITY SCHOOLS MEDICATION PROCEDURES SUMMARY

Dear Parents/Guardians,

Each year, Bessemer City Schools approves medication procedures for all students in the Bessemer City School System. This summary is to inform you of the requirements of the medication procedures, should your child require Prescription or Over the Counter (OTC) medications while attending school.

- All medications, whether Prescription or Over-the Counter (OTC) must be turned into the school office by the student's parent/guardian or other responsible adult
- Medications cannot be transported on the bus
- No student will be permitted to carry or possess any type of medications, whether Prescription or Over-the Counter, on his/her person at any time
- Controlled substances cannot be approved for self-administration by a licensed prescriber
- The parent/guardian must sign a School Medication Physician/Prescriber/Parent Authorization Form before any medication, Prescription or Over-the Counter, can be administered at school
- Over-the Counter medications will require the parent/guardian signature only on the medication authorization form
- Prescription medication will require the physician/prescriber signature on the authorization form as well as the parent/guardian signature
- Prescription Samples must have a completed School Medication Physician/Prescriber/Parent Authorization Form signed by the Prescriber and Parent
- If the Prescription medication order is changed during the school year, a new authorization form is required. Both physician/prescriber and parent/guardian must sign the form
- For Prescription medications, a current pharmacy labeled container is required which includes the student's name, physician name, name of medication, strength, dosage, time interval, route, and date of drug's discontinuation when appropriate
- For Over-the-Counter medications, an unexpired, unopened, age appropriate, original container is required and all manufacturers' labeling must be clearly legible. The student's name must be written on the container
- The school will not supply any Prescription or OTC medications to staff or students
- All unused medications not picked up by parents/guardians by the last day of each school year will be discarded according to medication procedure guidelines

- It is the parent's responsibility to make the school nurse aware of any medical services needed for after school activities

These medication procedures were adopted with your child's safety in mind. If you have any questions concerning these medication procedures, please contact your school nurse.

**BESSEMER CITY SCHOOLS
2019-2020 Calendar**



DATE	EVENT	DAY
2019		
July 4-5	Independence Day Observed (Schools/Offices Closed)	Thurs.-Fri.
July 15	11 Month Employees Return	Monday
July 29	10 Month Employees Return	Monday
August 6	New Teacher Orientation	Tuesday
August 7	Employee Institute/Professional Development	Wednesday
August 8	Professional Development Day (System-wide)	Thursday
August 9	Teacher Work Day	Friday
August 12	First Day of School for Students	Monday
September 2	Labor Day (Schools/Offices Closed)	Monday
September 23	Professional Development Day/(System-wide) (no students)	Monday
October 15	1 st Quarter Ends (45 Days)	Tuesday
October 18	Report Cards	Friday
October 25	Fall Break/Inclement Weather Day (12 Month Employees Work)	Friday
November 11	Veterans Day (Schools/Offices Closed)	Monday
November 25-29	Thanksgiving Holiday (Students, 9, 10, 11 Month Employees)	Mon.-Fri.
November 27-29	Thanksgiving Holiday (12 Month Employees)	Wed.-Fri.
December 20	2 nd Quarter/1 st Semester Ends (41 Days)	Friday
Dec. 23-Jan. 7	Winter Break for Students	Mon.-Tues.
Dec. 23-Jan. 3	Winter Break for Employees – 9, 10, 11 Months	Mon.-Fri.
Dec. 23-Jan. 1	Winter Break for Employees – 12 Months	Mon.-Wed.
2020		
January 6	Professional Development Day/(School-wide) (no students)	Monday
January 7	Teacher Work Day (no students)	Tuesday
January 8	Students Return/2 nd Semester Begins	Wednesday
January 17	Report Cards	Friday
January 20	M.L.K. Jr. Holiday (Schools/Offices Closed)	Monday
March 17	3 rd Quarter Ends (49 Days)	Tuesday
March 20	Report Cards	Friday
March 23-27	Spring Break (Schools/Offices Closed)	Mon.-Fri.
April 10	Good Friday/Inclement Weather Day (12 Month Employees Work)	Friday
April 13	Spring Break/Inclement Weather Day (12 Month Employees Work)	Monday
May 25	Memorial Day (Schools/Offices Closed)	Monday
May 29	Students Last Day/Report Cards	Friday
June 1	Last Day 9 Month Employees	Monday
June 11	Last Day 10 Month Employees	Thursday
June 25	Last Day 11 Month Employees	Thursday

*Student Days – 180
New Teacher Days – 188
9-Month Days – 187
10-Month Days – 202
11-Month Days – 222
12-Month Days – 240*

Board Approved March 19, 2019

BESSEMER CITY SCHOOLS
PARENT AND STUDENT ACKNOWLEDGEMENT FORM

Alabama law mandates that every child between the ages of six and 17 years shall be required to attend school and that every parent, guardian, or other person having control or charge of any child required to attend school shall explain the cause of any absence of child under his control or charge. This law has been amended to also state that each child who is enrolled in a public school shall be subject to the attendance and truancy laws of the State of Alabama.

My signature below indicates that I have reviewed all of the information set forth in the *Parent-Student Handbook*.

My signature also indicates acknowledgment of my responsibility as a parent **to abide by the guidelines and requests set forth in this booklet.**

Print Student's Name

Date

Student's Signature

Date

Parent/Guardian's Signature

Date