

STUDENT-PARENT RESOURCE HANDBOOK

2022 - 2023



Selma City Schools

DR. ZICKEYOUS BYRD
SUPERINTENDENT

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ReThink, ReIgnite, and ReDesign...Transform

SELMA CITY SCHOOLS BOARD OF EDUCATION MEMBERS

2194 Broad Street, Selma, Alabama 36701
 Phone: 334-874-1600 | Fax: 334-874-1604
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School Board Members

				
President Mr. Johnny Moss, III	District 1 Vice President Mrs. Danielle Wooten	District 2 Mrs. Brenda Randolph-Obomanu	District 3 Mrs. Phyllis Houser	District 4 Dr. Tanya Miles

Board work sessions are held the first Thursday of each month. Board meetings are held on the following Tuesday and minutes will be posted on the SCS website. Persons who would like to request to address board members during meetings for public comment must submit a written request or send an email to Ms. Janet Bradley@ janet.bradley@selmacityschools.org. For questions concerning appearing, please call Ms. Bradley at (334) 874-1601 and for more information, please visit Selma City Schools at www.selmacityschools.org.

Mission Statement

The mission of the Selma City Schools is to provide a safe and supportive teaching and learning environment, through the collaboration and partnerships of parents and community.

Vision Statement

The vision of the Selma City Schools is to be documented as a model school district where students are empowered to achieve excellence throughout their life.

Equal Employment Opportunity

Selma City Schools does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age and/or disability in admission to, access to or operation of its programs, services or activities.

Disclaimer

This Student-Parent Resource Handbook for Selma City Schools is not intended to nor does it contain all rules, policies, and procedures and/or regulations that relate to students. Every effort has been made to inform and provide our stakeholders with complete and accurate information to allow for a collaborative education district. However, SCS reserves the right to amend and add rules, regulations, and procedures to meet academic, safety, and financial needs acting in the best interest of all stakeholders.

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Message from the Superintendent

Dear Selma City Schools Families:

It is indeed an honor to serve as your next superintendent. My name is Zickeyous M. Byrd, Ph.D., and I come to you with a wealth of experience in transforming schools and school districts. I owe a great deal to the former Concordia College, Selma, Alabama for helping me to learn how to learn. It is my philosophy that all students should be college and career ready when exiting high school. It is from my personal educational experience that I lead with the premise that all students must be provided with opportunities to excel.

This school year, TeamSelma will get back to the basics! That said, I would must thank the Selma City School Board of Education for choosing me to be the next superintendent of schools! I am committed to reigniting the basics of our work and making this year a year of growth for our students, staff and administrators. Improving our educational system requires a collective voice. I understand that the community is looking for equity and excellence in all of our schools, and we will give that to you. Growing up, we have all heard of the three R's (Reading, Writing, and Arithmetic) in education. Well, this year, SCS will create our own version; ReThink, ReIgnite, and ReDesign. We will also add the "T" as well. The result of our three "R's" will be a "T" - Transform; transforming attitudes, achievements and ultimately lives. We are about to transform Selma City Schools!

- **We will ReThink everything that we have done in the past and ask ourselves is it working? If not, we will do something different!**
- **We will work to ReIgnite the passion and fire that deeps down inside all of us that led us to this wonderful and noble profession!**
- **We will ReDesign and explore the best ways to serve our students and other stakeholders.**

If we are successful in **ReThinking, ReIgniting, ReDesigning**, we will ultimately be successful in **Transforming** the lives of our students for many generations to come!

As your superintendent, I will work with our Board to provide incentives for your hard work and dedication to our students. Students and staff will be rewarded for educational improvements and achievements. Staff, students and parents will take center stage! The work of schools will also be the work of the central office team to ensure that adequate support is available daily. The 22-23 district priorities are: strategic teaching, co-teaching, response to instruction (RTI), positive behavioral interventions and supports (PBIS & SEL), and technology integration. Team Selma, I am passionate about student learning, teaching, and giving you the tools that you need to monitor instruction and achievement.

To all of you, welcome to the 2022-2023 academic year. For my part, you should know,

- I will never forget what it is like to be in your shoes.
- I will be engaged. I will listen and help come up with solutions.
- I am not a layered superintendent. I will be present, responsive, respectful, and transparent.
- I will use data to drive my decision making.
- I am sincere about my intentions regarding students and providing them with the best education possible.
- I will be your biggest supporter and motivator for Selma City Schools!

To our families, thank you for entrusting Selma City Schools to provide a deserving education to your child(ren). Please read over the information in this handbook and share it with your child(ren). Also, please use the last page of this handbook to store important passwords. This year will be a year of transparency to ensure our families are kept informed at all times. If you need additional assistance, you may contact the central office at 334-874-1600. I am ready to work hand-in-hand with our families, school staffs, and the City of Selma to make life better for the young lives entrusted in our care.

Sincerely,
Zickeyous M. Byrd, Ed.D
Superintendent

PARENTS' RIGHT TO KNOW

In compliance with the requirements of the Every Student Succeeds Act (ESSA), the board of education for Selma City Schools would like to inform parents that you may request information about the professional qualifications of your child's teacher(s). The following information may be requested:

- Whether the teacher has met the professional certification requirements as adopted by the Alabama State Department of Education to teach a specific grade level and/or subject area in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the state of Alabama has waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and;
- Whether the child is provided services by paraprofessionals and if so, their qualifications.

If you wish to request information concerning the qualifications of your child's teacher, please contact the principal.

CIVIL RIGHTS COMPLIANCE

Selma City School is committed to ensuring all students and adults are given the opportunity to learn, participate and work in an environment that is free from discrimination by adhering to the following laws:

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race or ethnicity, color or national origin.

Title VII of the Civil Rights Act of 1964

Title VII protects individuals against employment discrimination on the basis of race, color, religion, sex, as well as national origin. If you would like to file a Title VII complaint or have inquiries regarding employment discrimination, please contact: Mr. Larkin. SCS is committed to maintaining equitable employment/educational practices, services, programs and activities that are accessible and usable by qualified individuals with disabilities.

Title IX of the Educational Amendments of 1972

Title IX prohibits discrimination on the basis of sex. If you would like to file a Title VI or Title IX complaint or have questions, please contact:

Mr. Aubrey Larkin, Jr., Director of Human Resources and Staff Development
2194 Broad Street
Selma, Alabama 36701
aubrey.larkin@selmacityschools.org
Phone: (334) 874-1600

HANDBOOK OVERVIEW

The 2022-2023 Selma City School (SCS) district, Student-Parent Resource Handbook, was developed in accordance with the policies of the SCS Board of Education and the regulations of the Alabama State Department of Education. The Student-Parent Resource Handbook includes the rights and responsibilities of the school community, a range of disciplinary responses, and policies of SCS. All members of the school community, including students, parents/guardians, principals, school staff, and the district office have rights and responsibilities that support a strong school community.

This Student-Parent Resource Handbook is designed to provide an important foundation for the appropriate and expected behavior of all SCS stakeholders; both individually and collectively. The policies, procedures and expectations outlined in the document applies to students at all times while on campus, before and after school, while being transported by SCS transportation, and during school-sponsored events including field trips. Students may be subject to disciplinary action by the school if their actions off-campus create an unsafe or disruptive environment, interfere with the educational purpose or constitute a threat to the health, safety or welfare of a student or students and/or school personnel.

Family Educational Rights and Privacy Act

SCS is required to provide annual notice of The Family Educational Rights and Privacy Act (FERPA) and the rights it provides parents and students. The FERPA gives parents, students over 18 years of age and others certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents of eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal (or appropriate official), clearly identify the part of the record they want changed and specify the discrepancies. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as a principal, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Public Education; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); a parent or student on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks; or an attorney from the Department of Law with a legitimate educational interest. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the school can disclose education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible

student of the records request unless it states in its annual notification that it intends to forward records on request).

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

HIPAA Privacy Rule

The Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule allows covered health care providers to disclose Protected Health Information (PHI) about students to school nurses, physicians or other health care providers for treatment purposes, without the authorization of the student or student’s parent. For example, a student’s primary care physician may discuss the student’s medication and other health care needs with a school nurse who will administer the student’s medication and provide care to the student while the student is at school. In addition, a covered health care provider may disclose proof of a student’s immunizations directly to a school nurse or other person designated by the school to receive immunization records if the school is required by state or other law to have such proof prior to admitting the student and a parent, guardian, or other person acting in loco parentis has agreed to the disclosure.

Home Language Survey (HLS)

Every student must have a completed and signed HLS in his/her cumulative file. A parent/guardian must complete a HLS when the child first enters Selma City Schools. The form must be completed in its entirety, signed and dated. If the HLS indicates the student speaks another language or that another language is spoken at home, the parent/guardian should make an appointment with the school’s guidance counselor.

IMPORTANT CONTACT NUMBERS

Superintendent’s Office	334-874-1601
Attendance/Truancy	334-876-4414
Behavioral Intervention Support	334-874-1600
Community Engagement	334-874-1611
Dual Enrollment	334-876-4415
Homeless/Migrant Services/Uniforms	334-419-4775
Mental Health Services	334-419-2639
Parent University	334-874-1675
PreK Program	334-874-1635
Special Education	334-874-1613
STEAM Education	334-419-1687
Alternative Learning Center	334-419-3557
Transportation	334-874-1600

RIGHTS AND RESPONSIBILITIES

Students have the right to:

- An education that prepares them for success in post-secondary education. This includes receiving support and guidance from faculty, a strong academic curriculum and high expectations in the classroom. Information on all options of postsecondary education should begin at least in the ninth-grade year.
- Attend school in a traditional or virtual learning setting and receive a free and appropriate public education as provided by law.
- Be taught in a safe and clean learning environment. A clean and safe building is an environment that does not pose any danger to physical safety or hinder the ability to learn. Students should participate in keeping schools clean and safe.
- Be treated courteously, fairly and respectfully by other students and school staff.
- Receive a written copy of select district and school policies and procedures at the beginning of the school year and have access to district and school policies and procedures throughout the school year.
- Bring complaints or concerns to the school principal or staff and expect a response within 24 hours.
- Be provided orally and in writing, the reason(s) for disciplinary decisions and be allowed the opportunity to tell their side of the story.
- Request or challenge in writing an explanation of anything in their education records.
- Have a parent or guardian attend applicable disciplinary conferences and hearings.
- Have a parent or guardian notified when questioned during a police investigation with the exception of those situations that involve child abuse or neglect.
- Be involved and have a voice in the decision-making policies that affect students and schools.
- Feel safe in schools without fear or worry for physical, mental, or emotional well-being.
- Fair discipline with district discipline policies being applied equitably in every school. Efforts will be made to assist students in resolving their own conflicts.
- Healthy food in schools. This includes fresh fruits and vegetables, quality meats and nutritious beverages available in the cafeteria and in snack machines.

Students have the responsibility to:

- Attend school daily, whether in a traditional or virtual learning setting, be prepared for class, and complete assignments to the best of their ability.
- Know and follow the norms of the learning environment and instructions given by the school principal and staff.
- Tell school staff about any dangerous behavior or activity that occurs on school grounds or off school grounds if it may result in disruption to the educational setting.
- Bring only those materials to school that are allowed.
- Behave respectfully toward everyone in the school community.
- Keep parents/guardians informed of school-related issues and give them any materials sent home for parents/guardians by SCS.
- Voice opinions in constructive ways, attend key meetings and events that directly affect their education and schools, and encourage parents/guardians to participate whenever there is an opportunity for community input.
- Report when peers are carrying weapons or anything else that may be perceived as a threat.
- Complete assignments with maximum effort in a timely manner.
- Accept responsibility for their actions.
- Assist with maintaining a clean and safe learning environment.

Parents/Guardians have the right to:

- Be actively involved in their children's education.
- Be treated courteously, fairly and respectfully by school staff and principals.
- Receive information and communication related to:
 - Policies and procedures of the school and board.
 - Academic progress and behavior reports.

- Information about due process procedures for disciplinary action.
- Ways to improve a student's academic or behavioral performance.
- Translation services are covered for English Learning (EL) and special education services.

Parents/Guardians have the responsibility to:

- Ensure your child’s regular attendance at school whether in a traditional or virtual learning setting and be on time.
- Notify the school about your child’s absence as soon as possible and provide a written excuse upon return.
- Support the school district by establishing and communicating appropriate behavioral expectations for your child while at school.
- Be respectful and courteous to staff, other parents/guardians and students while on school premises and during school activities. Inappropriate behavior may result in restricted access to the school, school grounds and school activities.
- Update child’s school records as soon as a change in address, phone number, etc. occurs.
- Provide the school with all legal documents pertaining to custody or special circumstances in a timely manner.
- Monitor your child’s usage of social media and ensure positive communications are being transmitted.
- Assist with homework and/or projects as needed.
- Promote the social and emotional growth of your child by promoting participation in extracurricular activities.
- Work with principals and school staff to address any academic or behavioral concerns or complaints children may experience.

SCHOOL VISITORS

Selma City Schools recognizes the value and importance of meaningful, two-way parental and community involvement in all schools across the district. Parents are invited as partners to assist and support learning and ensure the acquisition of knowledge, skills, and abilities of all students.

The disruptive conduct of all persons (parents, volunteers, community members, etc.) that interferes with the safe and orderly operations of school may be restricted or banned from campus, and possibly, subjected to criminal prosecution. All school visitors must report to the front office through the main entrance of the school. Please note, all schools with Selma City Schools require entrance through metal detectors. Weapons, real or replica, are not permitted on any school campus. Visitors must gain authorization through the main office to visit any learning environments beyond that point. A visitation pass must be worn at all times. Persons without a badge will be reported for trespassing. Selma City Schools expects the mutual respect of employees from visitors. The building principal may, with the approval of the superintendent or designee, issue a no-trespass notice against any person deemed disruptive to the safe and orderly operations of schools. The no-trespass order may be lifted by the principal with approval from the superintendent or designee as reasonable time has passed.

Parents/guardians are asked to arrange parent-teacher conferences through the main office when planning to meet teachers. Selma City Schools is asking for the support of parents and all visitors with help in protecting the school day from minor and major disruptions. Parental conferences will only be held with the legal parent or guardian.

COMPLAINTS

Selma City Schools is interested in quickly resolving the complaints of parents experiencing an issue in one of our schools. Parents are asked to initiate contact with the teacher and school principal as the point of contact. Lastly, when matters cannot be resolved at the school level, parents are asked to contact the board of education for further assistance.

SCHOOL ATTENDANCE AND TRUANCY INTERVENTION

Regular School Attendance Matters!

Selma City Schools believes that attending school every day, whether in a traditional or virtual learning environment, on time is one of the most important and greatest factors needed for students to be academically successful. By attending class regularly, students are more likely to maintain daily lessons and assignments and take quizzes and tests on time. Missing school or virtual learning sessions lead to difficulties for a student academically, socially, and emotionally. Families are asked to contact the school or the central office as soon as possible if ever facing an issue that can potentially impact student attendance.

Attendance Required

Every child between the ages of six and 17 years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor for the entire length of the school term in every scholastic year except that, prior to attaining his or her 16th birthday every child attending a church school as defined in Section 16-28-1 is exempt from the requirements of this section, provided such child complies with enrollment and reporting procedure specified in Section 16-28-7. Admission to public school shall be on an individual basis on the application of the parents, legal custodian, or guardian of the child to the local board of education at the beginning of each school year, under such rules and regulations as the board may prescribe. The parent, legal custodian, or guardian of a child who is six years of age, may opt out of enrolling their child in school at the age of six years by notifying the local school board of education, in writing that the child will not be enrolled in school until he or she is seven years of age.

Blended/Virtual Learning Attendance

Regular attendance and accountability for learning, on the part of schools and families, are crucial to the continuous growth and development of students. Local schools will develop a consistent process for communicating with parents to share both blended and virtual learning performance updates. Teachers are expected to communicate regularly with students and parents through phone calls, emails, messaging apps, text, etc. to keep families informed about the learning process.

ALSDE Virtual Learning Attendance Procedures

1. Students enrolled in virtual learning are considered present daily and counted in the system's ADM based on law. (*Authority: Ala. Code §16-46A-2(a) (2016)*)
2. It is suggested, although not required by law, that each LEA has a clear procedure/process to determine both success/progress with participation in a virtual learning experience.
3. Guidelines for virtual learning opportunities should be clear and reasonable considering the nature of the flexibility of virtual learning.
4. Guidelines to be considered may include, but are not limited to the following:
 - Login time and requirements
 - Academic benchmarks
 - State testing and accountability
 - Requirements through the local school system and upon satisfying graduation requirements of the local school system and upon satisfying graduation requirements of the local board of education, receive a diploma from the local school system. (*Section 2, SB71*)
5. Characteristics to consider of virtual learners:
 - Ability to self-pace
 - Ability to work independently
 - Self-motivated
 - Non-traditional parameters

6. There should be communication with students and family regarding the requirements and expectations of virtual learning.

Blended/Virtual Learning Attendance Processes

Regular attendance is required. Daily check-in with the teacher is also required through the designated online learning management system and/or virtual learning program platforms. If students are not completing work or participating in learning, teachers will contact parents in a timely manner, or after the second (2) missed session. After four (4) missed sessions, the school's principal and counselor should be notified. The school counselor will work with the teacher and families to develop a Student Success Plan that targets attendance.

Students enrolled in the Saints Virtual Learning Academy, the virtual learning-independent support track, must maintain regular attendance in registered courses. The school district reserves the right to revoke the virtual status of a student if continuously failing courses and for non-attendance in class. Parents will be notified of the matter, and if no change is observed, the district will act in the best interest of students to change his/her enrollment placement.

Blended/Virtual Learning Attendance Action Steps

1. Local schools develop a monitoring process to track student attendance in Blended/virtual sessions. Reports from virtual learning program platforms can be used to monitor student login times.
2. Teachers must record student attendance in blended/virtual sessions.
3. Reports should be submitted weekly to the school counselor to compile for the school administrator.
4. At the fourth (4th) missed login, the matter should be reported to the school counselor. Contact should be made with the parent.
5. At the sixth (6th) missed login, a Student Success Plan that targets attendance should be developed by the school and referred to the Referral to School-based Problem-Solving Team for Intervention. **(Aligned with the 4th Step of the Early Warning System)**
6. At the eighth (8th) missed login, an Investigation Report should be submitted to the Truant Officer. **(Aligned with the 5th/6th Step of the Early Warning System)**

Absences

Every parent, guardian, or other person having control or charge of any child required to attend public school whether in a traditional or virtual learning environment, private school, or church school, shall as soon as practical explain the cause of any absence of the child under his control or charge which was without permission of the teacher.

Excused Absences

An absence from school that fits the following category is considered excused:

- Illness that endangers the student's health or the health of others.
- Students that are deemed ill by the school nurse on a given day.
- Death of an immediate family.
- Legal quarantine.
- Students that are receiving healthcare, hospitalized, etc.
- Inclement weather that would be dangerous to the life and health of the child as determined by the superintendent.
- Legal requirements for students.
- Observance of any sacred day set aside by a recognized religious denomination of which the student is a member.
- Military deployment date of a student's parent.
- Emergency conditions as determined by the superintendent.

Prior approval of a non-illness absence must be obtained by the Family Engagement Specialist. **A written request must be made by the parent at least one week in advance of the absence.**

Unexcused Absence

Students who have more than twenty (20) unexcused absences in one school year will be given a FA (Failure Due to Absence) unless extenuating circumstances exist as determined by the school principal. Any absence not listed above in the excused absences category or not authorized by the superintendent or designee will be considered unexcused. Examples of unexcused absences are:

- Students that are off school grounds, unapproved, or have an unknown location on a day that the student is scheduled to attend school.
- The student is serving an out-of-school suspension including any days missed immediately preceding the discipline.
- A family vacation.
- Any student scheduled to be in class, but not in attendance.
- A student not attending for unknown reasons, although scheduled to attend.

Written Parental Notes

No more than eight (8) parental notes will be accepted per school year. After the eighth parental notice, written doctor's excuses are required. Student absences will be marked unexcused unless documented by the appropriate doctor's office or agency. Parental notices must include the student's full name, date, and reason for absence. **The written notice must be submitted within three (3) days of a student returning to school.** Parents/guardians are asked to make certain designated school officials receive the written excuse notes. The parent or guardian should keep a copy of the written excuse note as part of a personal record. **If a written excuse note is not turned in, the absence will be considered an unexcused absence.** A parent/guardian can request copies of a student's attendance records from the school's front office. A medical condition that is documented will be excused after the 8 parental notes are exceeded.

Late Arrival and Early Dismissal

Students must attend 51% of a school day to be counted present. Check-ins are excused for the same reasons as absences. If a child attends less than one half of a school day, the student will be marked as absent. If a child is checked out before 11:30 a.m., it is considered to be an absence. A written excuse notice should be submitted to the front office in order for the absence to be considered excused. Check-ins for any other reason are unexcused and may impact a student's overall truancy. **Only authorized individuals will be permitted to check a student out of school. Valid picture identification is required. **Students are not allowed to check out after 2:30 p.m.**

Make-up Work

Students with an excused absence will have the opportunity to make missed work during absences and/or suspension. The absence will not impact a student's grade once minor or major assignments are completed and submitted to the classroom teacher. Under special circumstances, the school principal can clear a student with an unexcused absence and provide him/her the opportunity to make-up missed assignments. It is the classroom teacher's responsibility to inform students of missed assignments, however, it is the student and parent's responsibility to complete and submit the assignments as requested. The teacher and student will agree on a date that make-up work must be completed in order for the student to receive credit. **Students have three (3) days to complete and return all makeup work upon their return to school from an excused illness and/or suspension.** It is understood that the completion of projects, research papers, etc. may warrant additional time. The additional time should be approved in advance if outside of the 3-day window.

Emergency Closing of Schools

In the event of schools closing due to inclement weather or other reasons, the superintendent's office will notify parents/guardians via the SchoolCast Robo notification call system and the media as soon as possible to all current emergency phone numbers provided by the parent/guardian.

Tardy to School

The official start time of the school day is 8:00 a.m. Students are considered tardy at 8:05 a.m. A tardy is defined as arriving to school after the scheduled start time. Students who arrive after the designated start time of school will be marked as tardy. If students are late, they are expected to get an admit slip to class from the office staff upon arriving at school. **At the fourth (4th) tardy, per grading period, the student and parent will have to meet with the school's counselor for intervention. Once six (6) tardies have been accumulated, a required student and parent will be scheduled.**

Truancy

Truancy is unexcused absences or skipping school/class for a day or portion thereof. The school staff will complete a series of steps before referring the matter to the Family Engagement Specialist for Selma City Schools. Further action will involve juvenile court as intervention in the student's truancy matter. If a juvenile court referral is made, the parent or guardian of the student must attend court and be prepared to participate in any other referrals by the court as well as pay the fines that accompany court costs. If the student continues to miss school and remains truant, the court has the authority to recommend other interventions.

If a student has an IEP, the school must hold a Manifestation Determination Review to determine whether the student's absences are related to the student's disability prior to making a referral to juvenile court. If the student's disability had a direct and substantial relationship to the absences, a truancy referral to juvenile court will not be made.

Chronic Absenteeism

Chronic absence is an Every Student Succeeds Act (ESSA) school quality indicator. Chronic absence is defined as missing 10 percent of school days within one academic year for any reason. Researchers have defined absences as "chronic" when students reach the level at which a child's school success is at significant risk. Chronic absence is different from truancy, which counts only unexcused absences, and average daily attendance, which reports the average number of students who attend school each day. **Chronic absenteeism is missing 18 or more days of school for any reason – including excused or unexcused absences.**

Chronic Health Illness or Condition

The parent/guardian of any student who has a chronic illness or condition that may cause a student to miss school is asked to provide an authorized physician's notice to the school's nurse as soon as possible. The physician's notice needs to be provided to the school no later than 10 days after the beginning of the school year and updated annually or as changes in health persist. In order for the notice to be accepted, it must include the physician's signature, the diagnosis, the anticipated impact on the child's school attendance, and on office letterhead. If the child is absent, a written notice must still be submitted directing school officials to "See Doctor's Letter".

SELMA CITY SCHOOLS EARLY WARNING PROGRAM

- **Purpose:** The Early Warning Truancy program is a school-community effort 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.
- **Description:** The program is a joint effort between the Selma City Board of Education and the District Attorney's office. It is designed to reduce truancy, the number of student dropouts, and to provide an intervention program for student behavior at school.
- **Procedure:** Parents will be notified when truanancies have occurred. Should truanancies occur, the parent(s)/guardian(s) and child may be summoned to a juvenile court session. Further truanancies could result in the filing of a petition.

EARLY WARNING TRUANCY PROGRAM

1 ST Unexcused	Warning – Call Parents/Guardians and Student Counseled
2 nd Unexcused	Warning Reminder
3 rd Unexcused	Warning – Written Letter to Parent and Student Counseled
4 th Unexcused	Required Student-Parent Administrator Conference
5 th Unexcused	Referral to School-based Problem Solving Team for Intervention
6 th Unexcused	Referral to Truant Officer (Mandatory Meeting with Truant Officer at Central Office)
7 th or More Unexcused	Sign Consent Decree/Contributing Warrant

SELMA CITY SCHOOLS “BULLYING” POLICY

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.

The term " 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 such as student’s race, sex, religion, national origin, sexual orientation, gender identity, disability. 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.

Reporting, Investigation, and Complaint Resolution Procedures for Bullying

- Only complaints made on Board-approved complaint forms will be investigated.
- The Selma City Schools Bullying Complaint form will be located at every schools’ front office, board of education, in the back of this book, and on the SCS website.
- This form is only for the reporting of alleged student-on-student bullying.
- The complaint form must be signed by the student alleging the violation or by the student’s parent or legal guardian.
- The complaint form must be delivered to the principal or the principal’s designee either by mail or personal delivery.
- Complaint forms cannot come from education personnel on behalf of the student or parent/guardian.
- Incomplete forms will not be investigated.
- Anonymous complaints will not be the basis for student disciplinary action.
- Complaints will be investigated by the principal or his/her designee.

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.

Reprisal or Retaliation

Reprisal or retaliation against any person who reports an act of intimidation, violence, threat of violence, or bullying, is prohibited and appropriate remedial action will be taken against a person who engages in such reprisal or retaliation.

False Accusations

A student who deliberately, recklessly, and falsely accuses another student of a violation of this policy will be subject to disciplinary sanctions as outlined in the student-parent resource handbook.

A CLIMATE OF PREVENTION AND INTERVENTION

Shaping Positive Schools

It is the mission of Selma City Schools to provide a safe and supportive teaching and learning environment. Our district recognizes that many factors both inside and outside the school building impact our students. SCS is committed to fostering a positive learning environment and meeting the needs of all students in each of our schools. School climate is defined as a product of interpersonal relationships among students, families, teachers, support staff, and administrators. School culture is the set of rules, traditions, and norms that govern the way schools perform daily operations. Positive relationships are critical to creating a positive school climate. It is understood that school staff sets the tone and expectations for the organizations, yet, collective responsibility must be assumed by all stakeholders to improve the quality of education provided in a school.

Schools with a positive climate and culture have:

- Positive relationships with all stakeholders, parents/guardians, students, teachers and school staff.
- Training and resources to resolve conflicts peacefully and respectfully.
- Support for students who are experiencing emotional crisis, trauma or serious challenges in their homes and communities.
- Engaging academic and extracurricular activities for students that meet behavioral and academic needs.
- Effective communication among schools, parents and communities.
- Clean and well-maintained environments that clearly demonstrate school pride and love of learning.
- A learning environment where students and staff feel physically and emotionally safe.

Safe Harbor Provision

A student may approach a school official and voluntarily surrender an object, the possession of which is prohibited by these rules, provided the object is one that the student could lawfully possess off school grounds (such as a pocket knife) and is not a firearm. This safe harbor provision does not apply if a search is in progress at the school. If a student approaches a school official and voluntarily surrenders such an object, then the student will not be subject to any disciplinary action under these rules. The principal will make arrangements to return the object to the student's parents or legal guardian, when applicable.

If a student discovers an illegal item such as drugs, a weapon or other contraband (e.g. tobacco, alcohol) on school property, or a school bus, or at a school bus stop, the student may approach a school official and report the discovery. A student will not automatically be in violation of school codes by solely making such a report. School officials will use discretion in determining whether the circumstances surrounding the report warrant further investigation of the reporting student.

Expected Behavior of Students

Students are expected to treat other students with courtesy, respect, and dignity and comply with the Student-Parent Resource Handbook. Students are expected and required to 1) comply with the requirements of law, policy, regulations, and rules prohibiting bullying, violence, or intimidation; 2) refrain from inflicting or threatening to inflict violence, injury, or damage to the person or property of another student; and 3) 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 a personal characteristic of the student.

Bullying, intimidation, violence, or threats of violence are prohibited and will be subject to appropriate disciplinary consequences and/or sanctions if the perpetrator of such action is found to have based the prohibited actions on one or more of the following personal characteristics of the students:

- Race
- Sex
- Religion
- National Origin
- Sexual Orientation
- Gender Identity
- Disability

It is a violation for any student, teacher, administrator, or school district employee to violate the personal rights of others. A violation of one's personal rights is any act of intimidation, harassment, hazing, physical force or threat of physical force directed against all persons or their property or advocate, motivated, either in whole or in part, by hostility to their real or perceived race, ethnic background, religious belief, gender (including gender identity), age, disability or sexual orientation, with the intention of causing fear or intimidation, or to deter the free exercise or enjoyment of any rights or privileges secured by the constitution or laws enacted by the State of Alabama whether or not performed under the color of law.

Positive Behavior Intervention Supports (PBIS)

The Selma City School district implemented the Positive Behavior Intervention Supports (PBIS) to create positive learning environments that focused on prevention and responsible intervention. Schools worked to transform their school norms and establish supports to reinforce positive student interactions. PBIS consists of three tiers. Tier I is a universal strategy that addresses 100% of the student body. In Tier I, students are taught rules and routines for all the different areas of the school to include the classroom, hallway, cafeteria, gym, library, bathroom, and playground. Students who are unsuccessful in demonstrating these expectations should be retaught before being referred for Tier II interventions.

- Review student behavior and refer students who continue to have difficulty demonstrating expected behavior after several reteaching efforts to the RTI/Problem Solving Team.

Tier II is targeted support for some students (15-20%) who continue to have behavioral and attendance concerns after redirection. The goal of Tier II interventions and supports is to reduce the frequency and intensity of behaviors. Tier II supports should be small groups or individualized intervention strategies that address specific behaviors.

- As a team develop an intervention plan that outlines strategies to redirect behavior but not punish. The school counselor should be involved in providing support at this level.

Tier III is intense support for a few students (5%) who even with Tier II interventions and support continue to have behavioral concerns at school due to personal, health, social, and family lifestyle issues outside of school.

- Tier III interventions and strategies should include referrals to wraparound services such as mental health, etc. The district's behavioral intervention should be involved in providing support at this level.

Restorative Practices

In its annual At-Risks Report, Selma City Schools establishes as its goal to decrease the percentage of students who are suspended or expelled by 5% annually. Restorative practices are a way to equip students with the skills necessary to demonstrate expected behaviors. Restorative practices also allow the school to resolve issues instead of simply assigning consequences. To ensure fairness in reference to discipline decisions, Selma City Schools is adopting the following principles for restorative practices:

- I. Engagement—Involve the individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account before a decision for a disposition is made.
- II. Explanation—Explain the reasoning behind a decision to everyone who has been involved or who is affected by the inappropriate behavior, including the perpetrator and the victim.
- III. Clarify the Follow-up Expectations for Behavior – The principal, designee, or school faculty should make certain that everyone clearly understands the final decision and what is expected of them in the future (Kim & Mauborgne, 2003).

Applicable Intervention Strategies

To help students conduct themselves appropriately, this handbook lists prevention and intervention strategies that may be used prior to or in addition to any disciplinary response to student behavior.

Examples of such strategies include the following:

- Conference
Involves students, parents/guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.
- Conflict Resolution
Empowers students to take responsibility for peacefully resolving conflicts. Students, parents/guardians, teachers, school staff and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.
- Functional Behavioral Assessment:
Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a success plan for the student.
- Success Plan
An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.
- Individualized Education Program (IEP) Teams
Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing and revising IEPs for students with disabilities, Functional Behavioral Assessments and Behavioral Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.
- Mentoring Program
Involves pairing students with mentors (a counselor, teacher and fellow student or community member) who help their personal, academic and social development.
- Parent Outreach
Requires school staff to inform parents/guardians of their children's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of students' behavior, task completion and achievement, and can include a request for parents to accompany students to school.
- Peer Mediation
A form of conflict resolution in which students help other students deal with and develop solutions to conflicts.
- Response to Intervention:
Usually consists of teachers, school principals, behavioral interventionist, and parents and may also include nurses, mental health clinicians, psychologists and external representatives who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, the Problem Solving Team develops a plan to address the behavior.
- Community Conferencing
Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them, and to propose solutions.

- Community Service
Allows students to participate in an activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the elderly, etc.
- Referral to Appropriate Substance Abuse Counseling Services
Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Services can be school or community based.
- Referral to Community-Based Organizations
Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.
- Referral to School-Based Health and Mental Health Services
Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.
- Restorative Circles
A restorative circle is a community process for supporting those in conflict. It brings together the three parties to a conflict – those who have acted, those directly impacted and any other participants of interest to the matter. Restorative circles are facilitated in three stages designed to identify the key factors in the conflict, reach agreements on next steps, and evaluate the results.

Student Disciplinary Practices and Procedures

Discipline is used to teach and guide students how to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions, and behave ethically, respectfully and responsibly.

Discipline Responses

Students are held to high academic and behavioral standards. Students are expected to demonstrate respect for themselves and others at all times. When students are disruptive or act inappropriately, school staff and principals are expected to respond logically, appropriately and consistently. The SCS Discipline Table describes five types of behavior, increasing in seriousness from a Type 1 behavior to a Type 5 behavior. For example, a dress code violation is a Type 1 behavior, while bringing a firearm to school is a Type 5 behavior.

The table also includes five levels of possible response to inappropriate behavior (Types 1 through 5). Each behavior is assigned to one or more of these types of responses. Principals and school staff should use only the levels suggested for each behavior. Responses and interventions are to be progressive. If a behavior is assigned to two or more types of responses, the lowest level of intervention should generally be used first. Please see the Discipline Table.

When choosing a higher-level response within the range of possible responses, an administrator must consider:

- The student's age, health, disability, decision-making ability and prior discipline history
- The student's willingness to repair the harm
- The seriousness of the act
- The harm caused or the potential to cause, including any injuries caused
- The extent of actual disruption to the learning environment
- Whether the act was intentional

An administrator must clearly document the reasons for using the selected response by citing the factors above in the discipline referral. In each case, district administrators and staff will ensure consequences applied will minimize the amount of instructional time lost. Suspensions and expulsions are measures of last resort. Student expulsion will only be considered for behaviors classified as a Type 5 Zero Tolerance Offense.

Principal's Authority in Secondary Schools

The principal is granted authority to modify the consequences (**within board policy**) for violating a rule indicated in the Student-Parent Resource Handbook by exercising good judgement in consideration of extenuating factors presented by district employees, the student or the student's parent or representative. Such factors may include, but are not limited to, the age of the student, the seriousness of the offense, the prior discipline record of the student, the degree of disruption of the educational process, and any other relevant factors. Repetitive instances of persistent and willful disobedience in misconduct will be handled according to this handbook and at the school principal discretion, within board policy.

RESPONSE TO BEHAVIOR DESCRIPTION CODES

TYPE 1 RESPONSE – MINOR OFFENSES AT CLASSROOM LEVEL

1. Student tells his/her side of the story and the parent or guardian is notified by the teacher.
2. Teachers use alternative behavioral strategies to correct inappropriate behavior.
3. After repeated instances, student referred to counselor for individualized and/or small counseling.
4. Each step of the interventions must be initiated and all interventions and interactions documented in INOW.

Type 1 Behavior Descriptions

Code 100 | Tardy to Traditional School or Virtual Class

Arriving late to school, class sessions, or activity.

Code 101 | Noncompliance with a Reasonable Request

Not following the reasonable request of a teacher, administrator or staff member.

Code 102 | Agitating Other Students

Unwanted and/or unreciprocated picking on or bothering other students.

Code 103 | Profane or Indecent Language

Using profane or indecent language, such as cursing on school grounds, in a virtual learning environment, or at school-sponsored activities.

Code 104 | Cutting Class

Failing to attend a scheduled class or activity without authorization but remaining on campus.

Code 105 | Dress Code Violation

Wearing clothing that does not comply with the school's unified dress code.

Code 106 | Cheating

The act of gaining an unfair advantage on graded academic activities.

Code 107 | School Bus Disruption

Using profane or indecent language, harassment, bullying, and inappropriate touching.

TYPE 2 RESPONSE – ADMINISTRATIVE LEVEL REFERRAL

1. Student tells his/her side of the story orally and in writing.
2. Administrator conferences with parents or guardians and determines if further consultation with school staff or teams is necessary.
3. Student referred to counselor for individualized and/or small group counseling.
4. Student referred to the Problem Solving Team, and if applicable other related services [i.e., nurse, 504, special education, community agency, etc.].
5. If necessary, in-school suspension (ISS) no more than 5 days.

6. Fighting (1st Occurrence), if necessary, no more than 5 days of in-school suspension (ISS), or no more than 3 days out-of-school suspension (OSS); administrative authority is applicable in secondary schools.

Type 2 Behavior Descriptions

Code 200 | Repeated Violations of a Pattern of Type 1 Behaviors, with Evidence of Implemented In-Class/Virtual Interventions

A repeated pattern of Type 1 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 1 behavior may constitute a pattern. The discipline referral must include documentation of interventions implemented.

Code 201 | Electronic Devices: Improper use of Cell Phone

Using personal technology (such as a cell phone), electronic devices or the Internet, except when used for educational purposes with the permission of the classroom teacher or school administrator, or in violation of school rules.

Code 202 | Disruption of the Learning Environment

Continuously and intentionally disrupting the learning environment to the extent the learning of other students or the normal functioning of the school is significantly impaired. The discipline referral must include evidence-demonstrating learning or the normal functioning of the traditional or virtual setting was significantly impaired.

Code 203 | Inappropriate touching

Minor contact of a sexual nature, such as touching over clothing.

Code 204 | Gambling

Betting on games or activities for money or things of value.

Code 205 | Drug Paraphernalia Possession Only

Possessing any material used to produce or consume illegal drugs. Drug paraphernalia includes, but is not limited to bongs, roach clips, miniature spoons and pipes used to consume illegal drugs.

Code 206 | Unauthorized Possession of Medication w/o Intent to Distribute

Possession of prescription or non-prescription medication that has not been registered in the school's office.

Code 207 | Cutting Class

Repeatedly failing to attend a scheduled class or activity without authorization.

Code 208 | Inappropriate Physical Contact with Other Students

Engaging in minor physical contact with another student such as pushing, bumping or horseplay.

Code 209 | Fighting (1st Occurrence)

Engaging in mutual exchange of punches with another student.

TYPE 3 RESPONSE – SUSPENSION OPTION

1. Student tells his/her side of the story orally and in writing.
2. Administrator conferences with parents or guardians and determines if further consultation with school staff or teams is necessary.
3. Students referred to the school counselor for individualized and/or small group counseling, and at the secondary level, referred to applicable services by behavioral interventionist.
4. Students referred to this response must be referred to the Problem Solving Team, and if applicable other related services [i.e., 504, special education, community agency, etc.].

5. If necessary, an administrator may give ISS up to 10 days, or 3 to 5 days out-of-school suspension (OSS), not to exceed a total of 5 days, or recommend placement at the alternative school not to exceed 45 days, or possible expulsion under behaviors types 4 and 5.

TYPE 3 BEHAVIOR DESCRIPTIONS

Code 300 | Repeated Violations of Type 2 Behaviors

A repeated pattern of Type 2 behaviors that continues after documentation of prior interventions. Three or more incidents of a Type 2 behavior may constitute a pattern. The discipline referral must include documentation of interventions implemented.

Code 301 | Profane or Indecent Language Directed Toward an Authority Figure

Directing profane or indecent language toward a teacher, staff member or administrator.

Code 302 | Leaving School Grounds

Without authorization, leaving school grounds without the permission of school officials.

Code 303 | Noncompliance with an Administrative Directive

Refusing to follow administrative directives to comply with assigned disciplinary responses.

Code 304 | Vandalism Under \$500

Willfully destroying or defacing school or personal property. The damage caused is less than \$500. A child's willingness to repair property damaged or to make restitution will be taken into account in determining the appropriate level of response.

Code 305 | Theft from an Individual or of School Property Under \$500

Taking the property of another individual or of the school without permission, with the intent of depriving the owner of the property. The value of the property taken is under \$500. A child's willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.

Code 306 | Falsifying Records

Falsifying or altering school records, including, but not limited to, written, electronic or digital school records. This does not include cheating. Cheating will be dealt with at the instructional level.

Code 307 | Inappropriate Sexual Behavior

Behavior of a sexual nature that is not recurring and does not rise to the level of sexual harassment or sexual assault. Inappropriate sexual behavior includes, but is not limited to, physical or verbal conduct, communication of a sexual nature, or sexual behavior between consenting parties on school grounds or at school-sponsored events.

Code 308 | Fighting (2nd Offense)

Mutual participation in an incident involving physical violence.

Code 309 | Tobacco: Possession or Use

Possessing or using any tobacco products, including but not limited to, cigarettes, cigars, vapor, e-cigarettes, or chewing tobacco.

Code 310 | Alcohol or Drug-like Substance

Using, possessing, or being under the influence of alcoholic beverages or substances that have the potential to intoxicate.

Code 311 | Threats: Class 1

A written, verbal or electronic threat to cause harm to students, staff or school in which no plan exists to carry out the threat. The threat must be one that would cause a person to reasonably fear bodily injury.

Code 312 | Fireworks: Possession

Knowingly possessing fireworks on school grounds, on SCS sponsored transportation or at school-sponsored activities.

Code 313 | Possession of a Non-Lethal Firearm or Replica of a Firearm

Possessing a non-lethal firearm, weapon replica, stun gun, BB gun, air gun, airsoft gun, pellet gun, cap gun, or toy gun. A student found in possession of a water gun will not receive out-of-school suspension. A Type 4 Response may only be utilized if possession of the non-lethal firearm or replica causes actual risk of harm to students. The specific nature of the risk must be documented in the discipline referral.

Code 314 | Possession of Other Weapons Possessing or Transmitting

A knife, switchblade, razor blade, box cutter, other similar instruments, or utilizing a razor blade ammunition, chain, nun-chucks, brass knuckles, Billy Club, an electric weapon or device, such as a Taser, capsicum (pepper spray) or any weapons similar to those listed above capable of causing serious bodily injury. Any weapons found on school grounds or at school functions will be confiscated and turned over to the appropriate authorities.

Code 315 | Trespassing on School Grounds

Entering or remaining on school property without authorization. Being present in restricted areas of the school without authorization.

Code 316 | Inappropriate Physical Contact with Others to Include Staff

Engaging in minor physical contact with staff such as intentional or reckless pushing or bumping or other incidents in which there is contact.

Code 317 | Gang Activity

Participating in the display of symbols or paraphernalia or the recruitment/initiation of a student into a gang (violent or disruptive group).

Code 318 | Possession of Incendiary Device (Lighter)

Possession of an incendiary device such as a lighter and other device that could be used to start a fire.

TYPE 4 RESPONSE – SUSPENSION OPTIONS

1. Student tells his/her side of the story orally and in writing.
2. Administrator conferences with parents or guardians and determines if further consultation with school staff or teams is necessary.
3. Student referred to counselor for individualized and/or small counseling.
4. Student referred to this response will be referred to the Problem Solving Team, and if applicable other related services [i.e., 504, special education, community agency, etc.].
5. If necessary, an administrator may give up to 5 days out of school suspension (OSS), not to exceed a total of 10 days, or recommend placement at the alternative school not to exceed 45 days, or possible expulsion under behavior Types 4 and 5.

TYPE 4 BEHAVIOR DESCRIPTIONS**Code 400 | Repeated Violations of a Pattern of Type 3 Behaviors**

A repeated pattern of Type 3 behaviors that continues after documentation of prior interventions resulting in three (3) or more incidents of a Type 3 behavior constituting a pattern. The discipline referral must include documentation of teacher discipline log, prior attempts for parental intervention, and a multi-tiered intervention plan being implemented. Consideration will be given to the extent of the behaviors and whether the said behaviors pose a threat to the safety or security of the school when considering to recommend suspension from school.

Code 401 | Assault of Student

Intentionally, knowingly or recklessly committing an unprovoked physical attack on another student. Minor physical contact, such as pushing or shoving, does not constitute assault. Students may not receive the same disciplinary consequences for their involvement in an altercation if the school administrator determines they acted in self-defense to protect themselves from physical harm. A Type 5 Response may be used if the assault or the resulting injuries are severe. When a Type 5 Response is used, evidence documenting the incident's severity and any resulting injuries must be listed in the discipline referral.

Code 402: Under the Influence of Illegal Drugs

Being under the influence of illegal drugs while on school grounds or at school-sponsored activities. A referral to the behavioral interventionist will be made for any student found in violation of this code.

Code 403 | Threat: Class 2

A written, verbal or electronic threat to cause harm to students, staff or school in which evidence exists that a student has a specific, credible plan to cause harm to students, staff or school.

Code 404 | Bullying

Bullying is any intentional act that is severe, persistent, or pervasive and substantially interferes with a student's educational benefits, opportunities or performance, and has the effect of:

- Physically harming a student or damaging a student's property
- Knowingly placing the student or students in reasonable fear of physical harm or damage to the student's property
- Causing emotional distress to a student or students
- Creating a hostile educational environment

Bullying may involve, but is not limited to the following: unwanted teasing, threatening, intimidating behavior, cyberbullying, physical bullying, hazing, theft, sexual, religious or racial harassment and public humiliation. Bullying that involves a protected class must be reviewed for potential civil rights violations. If bullying is repeated over time and persists after documented administrative intervention, expulsion may result.

Hazing is defined as an intentional or reckless act on or off SCS property, by one student acting alone or with others, directed against any other student, that endangers the mental or physical health or safety of that student, or that induces or coerces a student to endanger that student's mental or physical health or safety. Hazing does not include physical contact associated with athletic events, training or with competition conducted under a coach's or sponsor's supervision.

Code 405 | Cyberbullying

Using information and communication technologies, including, but not limited to email, cell phones, pagers, voicemails, texts, still photographs or video messages, instant messaging, defamatory websites, social networking sites and online personal polling sites or journals to bully another student. See the definition of bullying above.

Codes 406 - 409 | Harassment

Misconduct that may be perceived or described as bullying, cyberbullying, discrimination, intimidation, or hazing may constitute prohibited harassment if it is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry or sex, including gender identity, gender expression and appearance; and creates a hostile environment.

Harassment may take many forms and is not limited to conduct that constitutes bullying. Harassing conduct may include: verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful or humiliating if such conduct is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry or sex, gender identity, gender expression and appearance. Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment

creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by a school.

Code 410 | Sexual Harassment

Sexual harassment is harassment based on sex. Behaviors that constitute sexual harassment may include, but are not limited to: unwelcomed sexually suggestive remarks or advances; pictures, gesturing or exposure; verbal harassment or abuse of a sexual nature; messaging of a harassing, abusive or sexual nature sent by e-mail or other electronic medium; subtle or direct propositions for sexual favors; touching, petting or pinching. Sexual harassment may be directed against a particular person or persons or group whether of the opposite sex or same sex.

Code 411 | Assault of Teacher or Staff

An intentional or reckless act that causes or has the potential to cause physical injury to a teacher or school staff on school grounds or at a school-sponsored activity.

Code 412 | Extreme Disruption of the School Environment

Intentionally disrupting the school environment to the extent that the safety of other students is at risk. A Type 5 Response may only be used if there is documented evidence of actual risk of harm to students provided in the discipline referral. However, a Type 5 Response may be used whenever a threat requires an law enforcement intervention and the risk of harm to students is escalated.

Code 413 | Group Fighting

Three or more students engaging in a physical altercation. The altercation may include more students against a few students or multiple individual fights.

Code 414 | Gang Intimidation

A gang-involved student behaving in a way that would reasonably be expected to cause physical injury to any person.

Code 415 | Off-Campus Behavior Leading to Felony Charge

Off-campus acts committed against a member of the community may subject a student to disciplinary action for off-campus behavior:

- If the student's behavior results in a felony charge; or,
- If the student's continued presence on campus poses a danger to a person(s) or disrupts the educational process; or,
- If a student commits an act against a member of the student body that poses a threat to the safety of other students or school staff.
- The discipline referral must include a specific description of the safety threat posed to students or staff.

Code 416 | Sexual Assault

Unwanted sexual contact with the use of force against a person's will or when the victim is unable to give consent that poses physical, emotional, or psychological distress or injury upon the victim.

Code 417 | Robbery

Intentionally or knowingly taking the property of another person by use of violence or with the use of a weapon.

Code 418 | Reckless Endangerment

An intentional action in which the behavior causes injury or may potentially cause injury to students or staff.

Code 419 | Fighting: Repeated

A student who participates in three or more fights in a school year may receive a minimum of ten days of out-of-school suspension and be recommended for placement into the alternative school for no more than

6 months. The disciplinary response should be based on the severity and the extent of actual disruption to the learning environment.

Code 420 | Vandalism (Over \$500)

Willfully destroying or defacing school or personal property. The damage caused is over \$500. A child's willingness to repair the damage or make restitution will be taken into account in determining the appropriate level of response.

Code 421: Theft from an Individual or of School Property (Over \$500)

Taking the property of another individual or of the school without permission with the intent of depriving the owner of the property. The value of the property is over \$500. A child's willingness to return or replace an item taken or make restitution will be taken into account in determining the appropriate level of response.

Code 422 | Refusing or Fleeing from a Drug or Weapon Search

A student who refuses to submit to a drug or weapon search or flees when requested is in violation of this code. Evidence of drugs or firearms must exist for expulsion. A student violating this code is not eligible for the First Time Drug Offenders Class.

Code 423 | Use of Incendiary Device (lighter)

The actual use of incendiary devices such as a lighter and other devices to start a fire.

TYPE 5 RESPONSE- EXPULSION OPTION

1. Student tells his/her side of the story orally and in writing.
2. Administrator conferences with parents or guardians and determines if further consultation with school staff or teams is necessary.
3. Administrator will give 10 days OSS,
4. Possible placement at ALC up to 1 semester or more, or the superintendent may recommend expulsion.

TYPE 5 BEHAVIOR DESCRIPTIONS

Code 500 | Rape

Committing a sexual act with use of force, against a person's will or when the victim is unable to give consent.

Code 501 | Attempted Homicide

Attempting to kill another person.

EXPULSION REQUIRED, BUT NOT MANDATORY FOR ONE YEAR

Code 503 | Threat by Electronic Transmission

A student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and creates actual disruptive activity at the school that requires administrative intervention.

MANDATORY EXPULSION FOR ONE YEAR

Code 502 | Homicide

Killing another person.

Code 504 | Drugs

Unlawful possession, use, or distribution of drugs on school grounds, including any controlled substance, controlled substance analog or legend drug (prescription drug). Prohibited drugs include, but are not limited to, ketamine, bath salts and salvia. Distribution of drugs is defined as the intentional exchange of any prohibited drug for money or other benefit. A referral to the district's behavioral interventionist will be made for any student found in violation of this code.

Code 505 | Aggravated Assault of Teacher, School Staff or Resource Officer

Intentionally or knowingly causing serious bodily injury to a teacher, school staff member or school resource officer.

Code 506 | Explosives

Possession of any destructive device, which includes any explosive, incendiary device or poison gas, including bombs, grenades, rockets, missiles, mines and similar devices. Possession of fireworks altered or modified to constitute an explosive is a major offense.

Code 507 | Firearms

Possession of a firearm or bringing a firearm to school. This includes, but is not limited to handguns, rifles, and shotguns. As required by state and federal law, any student who brings a weapon to school will be referred to law enforcement.

RECOMMENDED DISPOSITIONS

BEHAVIOR	CODE	RESPONSE	SUSPENDED OUT OF SCHOOL	EXPULSION
TYPE 1 BEHAVIORS				
Tardy to Traditional or Virtual School or Class	100	A	NO	NO
Noncompliance with Reasonable Request	101	A	NO	NO
Agitating Other Students	102	A	NO	NO
Profane or Indecent Language	103	A	NO	NO
Cutting Class	104	A	NO	NO
Dress Code Violation	105	A	NO	NO
Cheating	106	A	NO	NO
School Bus Disruption	107	A	NO	NO
TYPE 2 BEHAVIORS				
Repeated Violations of a Pattern of Type 1 Behaviors, with Evidence of Implemented In-Class/Virtual Interventions	200	A,B	NO	NO
Tobacco: Possession or Use	201	A,B	NO	NO
Electronic Devices: Improper use of Cell Phone	202	A,B	NO	NO
Disruption of the Learning Environment Environment	203	A,B	NO	NO
Inappropriate Touching	204	A,B	NO	NO
Gambling	205	A,B	NO	NO
Drug Paraphernalia (Possession Only)	206	A,B	NO	NO
Unauthorized Possession of Medication without Intent to Distribute	206	A,B	NO	NO
Cutting Class	207	A,B	NO	NO
Inappropriate Physical Contact with Other Students	208	A,B	NO	NO
Fighting (1st Occurrence)	209	B,C	YES	NO
TYPE 3 BEHAVIORS				
Repeated Violations of a Pattern of Type 2 Behaviors, with Evidence of RTI Interventions	300	A,B,C	YES	NO
Profane or Indecent Language Toward Authority Figure	301	A,B,C	YES	NO
Leaving School Grounds	302	A,B,C	YES	NO
Noncompliance with an Administrative Directive	303	B,C	YES	NO
Vandalism Under \$500	304	B,C	YES	NO
Theft: Individual or Staff Under \$500	305	B,C	YES	NO
Falsifying School Records	306	B,C	YES	NO
Inappropriate Sexual Behavior	307	B,C	YES	NO
Fighting (Up to 2)	308	B,C	YES	NO

BEHAVIOR	CODE	RESPONSE	SUSPENDED OUT OF SCHOOL	EXPULSION
Tobacco: Possession or Use	309	B,C	YES	NO
Alcohol or Drug-Like Substance: Use or Possession	309	B,C	YES	NO
Threats: Class	310	B,C	YES	NO
Fireworks: Possession	311	B,C	YES	NO
Possession of a Non-Lethal Firearm or Replica of Lethal Firearm	312	B,C	YES	NO
Possession of Other Weapons	313	B,C,D	YES	NO
Trespassing on School Grounds	314	B,C	YES	NO
Inappropriate Physical Contact with Others to include Staff	315	B,C	YES	NO
Gang Activity: Recruitment, Display or Possession of Symbols or Paraphernalia	316	C,D	YES	YES
Possession of Incendiary Device (lighter)	317	C,D	YES	YES
TYPE 4 BEHAVIORS				
Repeated Violations of a Pattern of Type 3 Behaviors, with Evidence of RTI Interventions	400	C,D,E	YES	YES
Assault of a Student: Expellable if assault or resulting injuries are severe	401	C,D,E	YES	YES
Under the Influence of Illegal Drugs	402	C,D,E	YES	YES
Threat: Class 2	403	C,D,E	YES	YES
Bullying - Expellable if Bullying is Repeated over time, persists after administrative intervention	404	C,D,E	YES	YES
Cyberbullying- Expellable if bullying is repeated over time persist after administrative intervention	405	C,D,E	YES	YES
Harassment Based on Race, Color, or National Origin	406	C,D,E	YES	YES
Harassment Based on Religion or Creed	407	C,D,E	YES	YES
Harassment Based on Gender, Gender-Identity or Sexual Orientation	408	C,D,E	YES	YES
Harassment Based on Disability	409	C,D,E	YES	YES
Sexual Harassment	410	C,D,E	YES	YES
Assault of Teacher or Staff	411	C,D,E	YES	YES
Extreme Disruption of the School Environment	412	C,D	YES	NO
Group Fighting	413	D,E	YES	NO
Gang Intimidation	414	C,D,E	YES	YES
Off-Campus Behavior: Felony Charge	415	C,D,E	YES	YES
Sexual Assault	416	D,E	YES	YES
Robbery	417	D,E	YES	YES
Reckless Endangerment	418	D,E	YES	YES
Fighting: Repeated	419	D,E	YES	YES
Vandalism Over \$500	420	C,D,E	YES	YES
Theft Over \$500	421	C,D,E	YES	YES
Refusing or Fleeing Drug or Weapon Search, Expellable ONLY with evidence of drugs or firearm	422	C,D,E	YES	YES
Use of an Incendiary Device (lighter)	423	D,E	YES	YES
TYPE 5 BEHAVIORS				
Rape	500	E	YES	YES
Attempted Homicide	501	E	YES	YES
Homicide	502	E	YES	Mandatory One (1) Calendar Yr.
Threat by Electronic Transmission	503	E	YES	YES

Drugs: Use, Possession or Distribution of Drugs	504	E	YES	Mandatory One (1) Calendar Yr.
Aggravated Assault of Teacher or Staff	505	E	YES	Mandatory One (1) Calendar Yr.
Explosives	506	E	YES	Mandatory One (1) Calendar Yr.
Firearms	507	E	YES	Mandatory One (1) Calendar Yr.

DISCIPLINARY CONSEQUENCES & PROCEDURES

Corporal Punishment

Corporal punishment is a consequence for student discipline. Parents have the authority to opt your child out of this consequence. Parents must submit the opt out/permission form and/or a written letter explicitly requesting that corporal punishment not be administered by school officials within the first five (5) days of the new school year. Prior to the administration of corporal punishment, the principal/designee will conduct an investigation into the incident determine if the consequence is warranted, the student will be informed of the reason for the punishment, and will be given an opportunity to explain his/her actions. Additionally, even with parental consent, the parent will be contacted prior to corporal punishment being administered.

When corporal punishment is used:

- It must be administered by the principal, assistant principal, or a designee in the principal's presence.
- It must be administered without anger or malice and shall not be administered in the visual presence of another student.
- A certified witness, preferable the same sex of the offender must be present during the administration of corporal punishment.
- The principal will prepare a written report to be kept on file.

Procedures for Student Fights

It is important that all of Selma City Schools are safe and conducive to learning daily. It is not permissible for school officials to tolerate fighting or other forms of assault to occur inside the confines of a school building, on school grounds, or at any school function. Fighting is a violation of the Alabama Code Title 13A. Criminal Code § 13A-11-7, which reflects disorderly conduct.

Fighting is an unacceptable behavior. A fight is defined as a physical altercation occurring between two or more students. The physical nature of a fight includes but is not limited to hitting, punching, poking, grabbing, pulling and pushing, and kicking. A group fight is defined as an altercation that may include more students against one or a few students or multiple individual fights. Any student who engages in such action as defined above will be disciplined according to the district's procedures and state law.

Steps for addressing fights:

- Student tells his/her side of the story and has an opportunity to write a statement.
- The principal/designee will collect evidence from both parties and any witnesses.
- The principal/designee will investigate the incident to gather evidence and determine if further consultation with school staff or teams is necessary.
- The principal/designee will conference with the parent or guardian of all involved parties.
- Based on the circumstances and evidence gathered regarding the infraction, the principal/designee will recommend a disciplinary action using the guidelines.
- Disciplinary action for fighting will progress as described below:

Students who engage in fights will be disciplined according to the levels of offenses.

- First Offense: Up to three (3) days out of school suspension or up to five (5) days in in-school suspension.

- Second Offense: Up to five (5) days of out-of-school suspension or up to ten (10) days assigned to in-school suspension.
- Third Offense: Up to ten (10) days of out-of-school suspension and possible placement in the Alternative Learning Center (ALC) for up to 45 days due to recurring applicable behaviors.

Group/Gang Fighting

First Offense: Up to five (5) days of suspension along with placement in the ALC for up to 45 days.

Second Offense: Up to 10 days for fights that are deemed as group-fighting, gang-related, and/or riotous along with placement in the ALC for up to 45 days.

Students will be able to complete all coursework. School counselors will provide counseling along with wrap around services to help with anger management strategies. Students will be referred to the Problem Solving Team for additional support and monitoring. At the secondary level, a Success Plan will also be completed by the behavioral interventionist. Upon returning to school, students will be required to meet with the school principal/designee to revisit school-wide expectations for positive behavior and to sign a behavioral contract.

Principal's authority will be applicable as the exception to this procedure in agreement with a central office administrator.

Discipline for Special Education

If a student who receives special education services or a student who has an Individualized Education Program (IEP) violates school rules or district policies outlined in this handbook, he or she will be disciplined in accordance with district policy and state and federal laws that govern Special Education, such as the Individuals with Disabilities Education Act (IDEA).

Out of School Suspension (OOS)

Suspension from school includes instances in which a student is temporarily removed from his/her regular school for disciplinary purposes as a consequence to a behavior identified as either a Type 2, 3, 4, or 5 infraction. For students with disabilities, this includes both removals in which no IEP services are provided because the removal is ten days or less as well as removals in which the child continues to receive services according to his/her IEP while suspended.

Procedural Steps for Suspension

Because students are entitled to their fair due process when suspended, the principal/designee will:

1. Inform the student(s) about the infraction in which he/she is supposed to have committed and the basis for the decision.
2. Confer with the student(s) to discuss the infraction and to obtain verbal and written statements from all involved parties, including witnesses. This step is important because involved students will be given an opportunity to share the facts from their perspective.
3. Share the information gathered from the investigation from the perspective of all witnesses including any video surveillance.
4. Provide the length of the suspension and any further pending actions, including behavioral intervention as determined by the principal.
5. Upon suspension of any student, a parent or guardian will be notified in writing and via an attempted phone call.
6. If the suspension does not require further due process proceedings, a hearing will not be required.

7. May recommend the immediate removal of a suspended student to restore order, to further investigate the misconduct or to protect persons on the school grounds. If remaining on campus, suspended students will be placed in in-school suspension to avoid another disciplinary infraction. **In this case, suspended students can only be released in the care of a parent/guardian.**

Students will be referred to the Problem Solving Team if suspended from school three or more days for additional support and monitoring. The purpose of the referral is to improve the behavior. A suspension from school is an excused absence and all missed assignments can be made up. Suspended students are not allowed on any SCS school properties nor can participate in any school-sponsored activities/events [e.g. school dances, athletic sporting events, graduations, etc.]. If a student is suspended on an instructional day that is cancelled because of inclement weather, any scheduled suspension days must be made up on the days following the inclement weather days.

Suspension Appeal

A parent/guardian of the suspended student has the right to appeal the suspension within two days of the suspension by visiting the central office at 334-874-1600 to confer with a school support administrator or to arrange a conference.

DUE PROCESS HEARINGS AND PROCEDURES

Alternative School Placement

Placement in the alternative school as a punitive measure as a result of a behavior listed in Types 3, 4, or 5 requires a due process hearing. A student cannot be expelled or sent to the alternative school prior to receiving a due process hearing. A central office administrator will conduct the hearing and the other participants must include the student, a parent or guardian, the school principal or designee, and other members of the hearing panel. A principal/designee can recommend a student for a due process hearing and the student may be suspended pending the results of the hearing. Based on the recommendation, the superintendent or designee must approve a student's placement in the alternative school.

Overall, an alternative school is an educational setting designed to accommodate educational, behavioral, and/or medical needs of students who cannot be adequately addressed in the traditional school environment.

Expulsion

Expulsion is a measure of last resort. Prior to expulsion, all of the following factors must be considered: the seriousness of the act; the harm caused, including any injuries; the student's willingness to repair the harm; the extent of the actual disruption to the learning environment; whether the act was intentional; the student's age, health, disability, decision-making ability and the student's prior discipline history. Expulsion eradicates Selma City Schools Board of Education from its educational obligation to the student.

Procedural Steps for Due Process

1. The school principal determines the extent of an offense for which alternative placement or expulsion may be warranted based on the behavioral classification committed by the student and submits a completed due process referral with documentation. Immediately following an incident or violation, the principal is authorized to suspend the student for a period not to exceed ten (10) days pending an expulsion hearing.
2. A due process hearing will be scheduled within five (5) days of receiving the principal's recommendation by the central office administration hearing panel.
3. The due process hearing will be facilitated by a central office administrator to include the student, a parent or guardian, the principal or designee and other hearing panel members. **If a parent or guardian cannot be contacted, due to out-of-date demographic information, and/or refusing to attend the meeting, the meeting will still be held.**

4. Each party will be provided an opportunity to tell his/her side and present evidence of support to include but are not limited to video, witness statements, etc.
5. A meeting review will be submitted to the superintendent or designee for approval or denial of the recommendation. Additionally, the superintendent or designee may recommend a disciplinary action other than the alternative school or expulsion based on the information shared during the hearing.
6. For alternative school, the student and parent will be notified by the central office when to report to the alternative school at the conclusion of the hearing.
7. For expulsions, if approved, the superintendent will present the information to the board of education for a final decision. The student, parent, and any other witnesses will be invited to attend the upcoming board meeting to address and testify before board members. The student and parent will receive a final decision via mail.
8. For students with disabilities, due process hearings will include the director of special education or a designee to ensure the rights of students and parents are protected. Prior to the hearing for a student receiving special education services, a manifestation determination review must have taken place at the local school to address the behavior associated with the infraction for which the due process hearing was recommended. It is required and mandatory that the review take place prior to any recommendation for either alternative school or expulsion are considered. Students with disabilities who are placed in the alternative educational setting still must receive special education services.

Modification of Alternative School Placement Request

A request for modification of an alternative school placement should be submitted in writing to the superintendent/designee for consideration in changes to the terms of the alternative placement, including but not limited the number of days. The modification will only be considered when a student's placement is 45 days or more. Only the superintendent has the ability to modify an expulsion and consider the requests on a case-by-case basis. The written request should include a statement of reasons supporting the modification. The superintendent will respond to the request with a decision within a reasonable time, which will not exceed 21 calendar days from receipt of the request. The superintendent is not required to provide an explanation of the decision.

Expelled Students Prohibited Attendance at School Events

The expelled students are prohibited from attending any school-related events, extracurricular activities and/or games, programs, productions, etc. on any campus belonging to Selma City Schools before, during, or after school. If doing so, a student may be arrested for trespassing. As well, if expelled, a student will not be allowed to make-up assignments.

Expelled Student Appeal Request

The board shall have no obligations to consider readmission for any student who has been permanently expelled from school. The board will not consider and shall deny all requests for readmissions made within twelve months of the decision to expel. The board will not consider and shall deny all requests for readmission by students who were expelled for, withdrew pending an expulsion hearing for, have been charged with or convicted of any of the following:

- Possession or use of a weapon at school property or at any school function or activity;
- The sale, possession, or use of any illegal drug or substance on school on property or at any school function or activity;
- Any conduct that could constitute or be classified as a felony under Alabama criminal laws; and;
- Any conduct, which the Board deems in its sole discretion, to have caused, was intended to cause or create a substantial risk to the safety and welfare or another student, teacher or person.

A student who has been expelled may submit a written request to be considered for readmission by following the procedures outlined in the Board Policy (JDEF) Request by Expelled Student for Re-admission.

Upon receipt of a written request for readmission, the board may summarily deny the request without a hearing or may grant a hearing before the members on request. If the board fails to act and/or schedule a hearing on a request within 30-days after receipt of request, the request for readmission shall be deemed denied by the board. If the board grants a hearing, the student and the student's parents/guardians shall be notified of the date, time, and place of the hearing. The student and student's parents/guardians may, but shall not be required to, be represented by legal counsel at the hearing. The hearing before the board shall be closed to the public. The failure of the student and parent/guardian to appear at the hearing will not negate a decision from being made.

Non-School Related Arrest for Criminal Conduct

It is the intent and duty of the Selma City Board of Education to provide students, teachers, staff, and administrators with educational settings that are safe, orderly, and conducive to learning. Therefore, if a student is charged with a crime that is a felony, of a violent nature, or involves a deadly weapon, the school principal shall notify the superintendent/designee and apprise him/her of the arrest and/or placement into a confined facility.

If released pending a future court appearance, the student will be suspended and may not be readmitted to school until the criminal charges have been disposed of by the appropriate authorities. This step will be taken for the protection of all stakeholders. A hearing will be arranged within five (5) days to consider the seriousness of the charges affording the student and parent/guardian an opportunity due process. One of the following recommendations will be made at the hearing:

- The student will be placed in the alternative program until criminal charges have been disposed of by appropriate authorities.
- The student will be placed in a homebound setting or at a neutral site until criminal charges have been disposed of by appropriate authorities.

During this period of time, the student will not be allowed to attend school-sponsored or non-sponsored activities on any of the Selma City Schools campuses including attendance at any extra-curricular activity or game, program, production, etc. If discovered on any campus, the violation may be reported to the proper authorities as trespassing.

Returning to School from Juvenile Detention Facility

The student will be transitioned through the alternative learning program for a 10-day intervention period.

Student Arrest

The principal/designee will attempt to contact the parent/guardian through the contact information provided in the case of a student's arrest at a school or a school-sponsored activity.

SCHOOL BUS TRANSPORTATION AVAILABLE

The Selma City School district will provide transportation to all students in need of assistance. An application (see Forms) for school bus transportation can be found on the school district's website, at each school, or at the front desk of the central office. The form on the district's website is fillable. Each application will be evaluated and assistance determined on a case-by-case basis. The parent/guardian should type in the requested demographic information and submit the form to the school. Please allow two school days for a response. If you have any questions, please call 334-874-1600.

SCHOOL BUS DISCIPLINE

The principal/designee has the authority to deny a student the privilege of riding a school bus. The denial, based on the misconduct will be for a responsible and specified period of time. The parent/guardian will be notified prior to the suspension from the bus. Alternative consequences may be developed by the principal/designee as circumstances warrant. Bus drivers will explain the rules for riding the bus to students as often as needed. The procedures specified in the disciplinary action for school bus offenses may not be followed for serious misconduct.

Expectations for Student Behavior on Selma City Schools Buses

Students are expected to:

- Always follow the instructions of the bus drivers and aides.
- Show respect for everyone.
- Remain seated and facing forward in an assigned seat.
- Keep head and arms inside of the bus.
- Keep feet and backpacks out of the aisle.
- Keep hands, feet, and other objects to self.
- Talk with an inside voice without the use of profanity and/or vulgarity.
- No talking at railroad crossings.
- Silence electronic devices and no talking on the phone while riding the bus.

Consequences for Disciplinary Misconduct

- **First Referral:** Student-Principal/Designee Conference, copy of the referral to parent/guardian and attempted phone call to parent.
- **Second Referral:** Bus privilege denied for three (3) days or as designated by the principal/designee and required parental conference before riding again.
- **Third Referral:** Bus privilege denied for five (5) days or as designated by the principal/designee.
- **Fourth Referral:** Bus privilege denied for 10 days or as designated by the principal/designee, required parental conference, and student behavioral bus plan signed.
- **Subsequent Suspensions:** Consideration for semester-long suspension and/or the remainder of the school year as designated by the principal/designee.

The principal/designee may use the principal's authority when assigning the consequence based on the severity of the infraction. Any damages to the bus as negligence by students will result in reimbursement by the parents/guardians. Parents are responsible for providing transportation for students suspended from bus transportation privileges.

Bus Suspension for Students w/IEP or 504 Plan

Whether a bus suspension would count as a day of suspension would depend on whether the bus transportation is a part of the child's IEP or 504 Plan. If the bus transportation is a part of the child's IEP/504 Plan, a bus suspension would be treated as a suspension unless the public agency provides the bus service in some other way. If the bus transportation is not a part of the child's IEP, a bus suspension would not be a suspension. In those cases, the child and his/her parents would have the obligation of ensuring the child's transportation to and from school.

Fighting on the School Bus

Students fighting on the school bus create a dangerous situation for themselves and others. The following procedures have been adopted to address the problem.

Due to the seriousness of the offense, fighting on the bus carries a five (5) day mandatory out-of-school suspension plus:

- First Fight: minimum of 5-days suspension from the bus.
- Second Fight: minimum of 15-days suspension from the bus.
- Third Fight: minimum of 25-days suspension from the bus.
- Fourth Fight: 45-days suspension from the bus starting the date of occurrence.

SPECIAL POPULATIONS SERVICES

Special Education

Selma City Schools provides a free, appropriate public education for students with disabilities between the ages of three (3) and 21, including children with disabilities who have been suspended or expelled from school. An eligible student for special education services must be identified according to the definitions, criteria, and minimum evaluative components set forth by federal and state regulation. All guidelines of the Individuals with Disabilities Education (IDEA) will be strictly observed even when disciplining identified students.

Eligibility for Special Education Services

Selma City Schools is in the continuous process of identifying and locating children in need of special education services. If you think your child may be in need of such services, contact your child's teacher or the school principal to request in writing an evaluation for special education services. The Problem Solving Team will review the request and work with the classroom teacher to facilitate the process. A formal intervention plan must be implemented either before or during the special education referral process. The success of the intervention plan is one of many determining factors of eligibility for special education.

Child Find

Eligibility for special education and related services is based on a referral, evaluation and the statewide placement process. To meet the needs of children with exceptionalities, certified special education teachers and related service personnel provide services. Staff members and parents can make a referral for special education services regarding a particular student to the Problem Solving Team or you may contact the principal or special education director.

Protections for Children Not Yet Eligible for Special Education and Related Services

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred that the child was a child with a disability, then the child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters: A school district must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought the disciplinary action occurred:

- The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child that the child is in need of special education and related services;
- The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or,
- The child's teacher, or other school district personnel, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the school district's director of special education or to other supervisory personnel of the school district.

A school district would not be deemed to have such knowledge if:

- The child's parent has not allowed an evaluation of the child or refused special education services;
or
- The child has been evaluated and determined to not be a child with disability under Part B of the IDEA.

Gifted Education

Selma City Schools provided gifted educational services for eligible students in Grades 3-8. Gifted students are those who perform and/or demonstrate the potential to achieve at high levels in academic or creative fields when compared to their age, experience, and/or environment. Such students require services not ordinarily provided by the regular school program. Teachers, counselors, administrators,

parents/guardians, peers, self or any other individuals with knowledge of the student's abilities may refer a student. Accommodations in the general education classroom must be provided for the times that the gifted students are in pullout classes.

Section 504 Students

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act 1990 prohibits discrimination on the basis of disabilities. Section 504 provides that no otherwise qualified individual with handicaps in the United States solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Section 504 guarantees students with disabilities the right to an equal educational opportunity. Qualified students who have a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having impairment must be provided a Free Appropriate Public Education (FAPE) and have procedural safeguards under the law.

To be eligible as a student with a disability under Section 504, a student must be evaluated and determined eligible under Section 504 by a 504 school-based team. Families who suspect their child has a disability may submit a verbal or a written request to the school counselor in each school with Selma City Schools who also serves as the Section 504 coordinator.

If a student who has been determined eligible under Section 504 violates school rules or district policies outlined in this handbook, he or she will be disciplined in accordance with district policy, state and federal laws that govern Section 504 of the Rehabilitation Act of 1973 and IDEA.

Appeal Process

If the parent /guardian wishes to appeal the decision, he/she may submit a signed statement of appeal to the 504 district coordinator within 10 days after receipt of the school's decision by contacting the central office at 334-874-1600 and submitting a written request for appeal.

Seclusion and Restraint

Selma City School Board policy prohibits the use of seclusion, and limits the use of restraint to situations in which a student is a danger to himself or others. Physical restraint does not include the following: redirection to promote student safety or prevent self-injurious behavior, providing physical guidance or prompting with teaching a skill, redirecting attention, or providing guidance to prevent imminent destruction to school or another person's property.

HEALTH SERVICES AND REPORTING

The Board may offer limited student health services that are designed to address minor medical issues that may arise during the school day or to assist with special or chronic health problems. In cases of acute or contagious illnesses, or accidental injuries, parents or guardians may be notified and required to pick up the student. If a parent or guardian is not available, the principal or school nurse may contact the Department of Public Health. School officials are authorized to take reasonable and appropriate steps to provide or arrange for the provision of emergency medical services to students who require immediate medical attention. In case of illness or accidental injury not requiring immediate medical attention, standard first aid procedures may be followed. The Superintendent is authorized to develop and promulgate procedures, rules, and regulations concerning the taking, administration, and handling of medication and anaphylaxis at school.

Students should never have any medications in purses, backpacks, lunch boxes, etc. The only exception is emergency medication such as asthma inhalers, EpiPens, etc. Prescribed and documented by the student's physician to self-medicate. Failure to comply with this policy could result in suspension, alternative school placement, or expulsion.

Health Screenings

As mandated by the State of Alabama, the school district provides health screenings. Parents/guardians will be asked to confirm their permission before vision health and/or dental screenings are performed at the school. Unless you deny permission, your child will be included in the available health screenings.

Medication Administration Information

In order for the school nurse or designee to administer medications during school hours, parent/guardian must follow the guidelines below:

- If a student has an acute or chronic illness and prescription medication is necessary, the parent is required to submit a completed Prescriber/Parent Authorization (PPA) form. Both the physician and parent/guardian information and signature are required.
- All medications must be provided and delivered by the parent/guardian to the school nurse/health room. This includes prescription and over-the-counter medications (i.e., Tylenol, Advil, cortisone creams, triple antibiotic ointments and/or creams, Benadryl, cough medicines, and etc.).
- All medications must be in the original unopened container from the manufacturer or pharmacy, labeled with student's name, medication name, dose of medication, times to be administered, pharmacy name, prescriber's name and current date.
- If the student is only needing temporary over-the-counter (OTC) medicines, the school nurse will give OTC medication for 10 consecutive calendar days with a written authorization note 1) stating dosage requested to be given, 2) time to be given, 3) when the last dose was given at home, and 4) the expiration date of the medication. OTC medicines will not be given longer than 10 days without a physician's order.
- All medications are given by a licensed nurse or an authorized medical assistant who has completed and passed a course curriculum.

Note: The prescriber/parent authorization forms may be faxed. For more information, parents are asked to call the school to verify the best fax number to reach the nurse.

Health and Wellness

The federal government passed a law that governs health and wellness in public schools. The district has established a policy in accordance with this law that includes physical activity and food services on school property. 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-aged student.

Threat of Suicide

If a threat of suicide is reported, the principal or the principal's designee will inform the student's parent or guardian of the report 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 from a parent or guardian.

Transportation of Students to Medical Facilities

If an emergency involving injury occurs on any Selma City Schools campus, 911 will be immediately called. Emergency personnel will make the determination of whether to transport the child to a medical facility. Every effort will be made to contact the child's parent or guardian; however, if the parent or guardian cannot be reached, the child will still be transported to a medical facility for emergency treatment. The school district is not responsible for costs associated with emergency transport.

Immunization

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 (COI).

Therefore, no student will be admitted to school without a COI. These certificates may be obtained from the Alabama state and local health department and your private physicians.

Reporting Requirements Communicable Disease

Alabama Administrative Code, Chapter 420-4-1.04, mandates that each school district shall immediately report any communicable diseases that are identified as reportable. This document has been prepared to guide in both identification and response to outbreaks occurring in the school setting.

Child Abuse and Neglect – Alabama Code § 26-14-3 (2012) Mandatory Reporting

The district assures the safety of each child in our care. Staff is required by law to report any suspicion of abuse or neglect. SCS will report suspected abuse to the Selma Police Department and the Department of Human Resources. Employees of both public and private P-12 facilities, school teachers and officials, school employees, day care workers or employees, employees of public and private institutions of postsecondary and higher education. A mandatory reporter is an individual who receives the report from the child and/or has direct knowledge of suspicion of abuse or neglect and must be the one to make the report. All reports must be reported verbally and written via the DHR Form #1593.

Child Nutrition Program

Selma City Schools participates in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP). All students are eligible to receive a free healthy breakfast, and lunch at school. No parental action is required; students will be able to participate in the meal program without having to pay a fee or submit an application. For additional information, please contact the central office at 334-874-1600 for more information.

GENERAL INFORMATION

Unified Dress Code

In general, Selma City Schools unified dress code enforcements are:

- Dresses, shorts, skirts, and skorts must be no higher than knee length from the crease in the back of the knee which also applies to clothing with slits.
- Students must wear shoes that cover their feet. No bedroom slippers, flip flops, stilettos, slides, boots with chains, steel toes or other metal reinforcement are allowed.
- Hats, caps, sweatbands, bandanna, visors, sunglasses and hoods must be removed once inside of the school building.
- Students are not to wear jewelry, ornaments, or accessories that distract from the learning environment.
- Pants must be worn at the waist, and may not be sagging.
- No pajamas or sleepwear are allowed unless approved of by the school principal.
- Clothing may not be shredded or with open holes unless tights are worn underneath them so that no skin is showing.
- Students are not to wear clothing that reveals the body in an inappropriate manner. Examples include clothing which is too tight, too short and bare at the midriff.
- Clothing, accessories, tattoos, insignias, and buttons which promote hate, alcohol, tobacco, drugs, vulgarities, violence, illegal activity, or are demeaning to other persons may not be worn and/or made visible at school.

As well, the uniform dress code for individual schools may include other enforcements that do not conflict with the district's unified dress code.

Student Drivers

"The Department of Public Safety shall deny a driver's license or a learner's license for the operation of a motor vehicle to any person under the age of 19 who does not, at the time of application, present a diploma or other certificate of graduation issued to the person from a secondary high school of this state, or any other state, or documentation that the person:

- Is enrolled and making satisfactory progress in a course leading to a general educational development certificate (GED) from a state-approved institution or organization, or has obtained the certificate;
- Is enrolled in a secondary school of this state or any other state;
- Is participating in a job training program approved by the State Superintendent of Education;
- Is gainfully and substantially employed;
- Is a parent with the care and custody of a minor or unborn child;
- Has a physician certify that the parents of the person depend on him or her as their sole source of transportation.

Ala. Code §16-28-40 (1975)

The operation of a motor vehicle by an unlicensed driver is a danger to other students, SCS staff and others as a violation of state law. Student drivers on any of Selma City Schools campuses must be able to provide:

- Proof of valid, current Alabama driver's license
- Proof of required motor vehicle insurance, including personal liability and property damage

A vehicle is subject to towing at the owner's expense if unable to provide the above documentation. All costs of towing and impoundment will be charged to the owner of the vehicle.

Lockdown Procedure

Lockdown drills are conducted routinely at each school. In the event of a lockdown at any school, parents/guardians will not be allowed in the schools until the event has been deemed safe by emergency personnel and/or superintendent of schools. When the school is on lockdown due to a security or weather-related issues, the first priority is the safety of staff and students. Parents or other visitors to the building must follow school emergency procedures under the direction of school staff until the lockdown is lifted. During a security lockdown, no one is permitted to enter the building from the outside. In weather-related lockdowns, schools may allow those outside to seek shelter indoors until it becomes necessary for staff to take shelter.

Searches and/or Inspections of School Property

The following procedures apply to the search of lockers, other areas of school property, including buses, assigned or accessible to students for the holding or storage of property, packages and containers brought onto school property by students and visitors. Lockers and other storage areas are the property of SCS and are subject to search. The search will be conducted by the principal or his/her designee in the presence of an adult witness.

- There should be reasonable suspicion for school authorities to investigate a student or visitor and their possession of items that will constitute a crime or school rule violation.
- If circumstances in a particular school dictate, either a general or random search of lockers or other school property accessible to students may be conducted.
- A notice will be posted at all schools that lockers and other storage areas, containers and packages brought into the school by students or visitors are subject to search for drugs, drug paraphernalia and weapons.

The following procedures apply to the search of students' or visitors' vehicles located or parked on school property. The search will be conducted by law enforcement along with the school principal or his/her designee.

- There should be reasonable suspicion for school authorities to investigate that the vehicle contains weapons, drugs, drug paraphernalia or other illicit items.
- If circumstances dictate, either a general or random search of vehicles may be conducted.
- A notice will be posted at all school properties indicating that vehicles located or parked on school property are subject to search.

The following procedures apply to the search of a student for items in his/her immediate possession. The search will be conducted by the principal or his/her designee, in private, in the presence of an adult witness. In situations where there is an immediate threat to the safety and welfare of students and staff, in the school official's judgment, and the immediate control of the student and item(s) that are subject of the search is necessary, a search may be conducted in a non-private setting and without an adult witness, provided all of the requirements of reasonableness above are met.

The following procedures apply to item(s) discovered and/or seized in the course of searches conducted on school facilities. Any item reasonably felt to necessitate criminal prosecution will be turned over to the appropriate law enforcement officials. School authorities may seize any item reasonably felt to be a threat to the safety of others or is used to disrupt or interfere with the educational process.

Note: Selma City Schools, and state law permits, uses metal detectors or other devices, as well as detect drugs or weapons, to assist in the discovery of weapons and drugs on school properties. This includes any school-sponsored or non-sponsored school related event on school property.

GRADING, PROMOTION, RETENTION & GRADUATION

Teaching and Learning

The mission of the Selma City Schools is to provide a safe and supportive teaching and learning environment, through the collaboration and partnerships of students, parents, the community, and all educators employed in the school district with the responsibility of ensuring that all pupils are college and career ready for lifelong success.

NUMERICAL GRADE	100 POINT SCALE	GRADE POINT AVERAGE POINTS (4 POINT SCALE)
A	100-90	4
B	89-80	3
C	79-70	2
D	69-60	1
F	Below 60	0

Grading Scale for Mandatory Letter Grades

GRADING SCALE: KINDERGARTEN		
M=Mastery	S=Satisfactory	N=Needs Improvement

Letter grades are assigned based solely on the academic performance of students and used to inform students and parents understanding of supportive skills.

Grading Periods

It is our goal to enable parents/guardians to remain abreast of the students' progress. PowerSchool provides, an online student management system, available to parents/guardians to view student grades. For access to the parent portal, parents/guardians should visit the individual schools to obtain your child's username and password. Please visit the SCS website for more information about access to PowerSchool.

GRADING PERIOD	TIME FRAME	REPORT CARD
1 st 9 Weeks	August 8 – October 13	October 19, 2022
2 nd 9 Weeks	October 14 – January 11	January 18, 2023
3 rd 9 Weeks	January 12 – March 16	March 22, 2023
4 th 9 Weeks	March 17 – May 25	May 26, 2023

Averaging Grades

The minimum grade average to pass a subject is a 60. Adding the grades from the first and second grading periods and dividing by two should compute to the mid-year semester average. Next, adding the grades from the third and fourth grading periods and dividing by two should compute the end-of-the year semester average.

Grading Weights	
Categories	Percentages
Tests	45%
Daily Class Work	30%
Quizzes	5%
Projects/Portfolio/Notebook	15%
Homework	5%
Total	100%

Semester Averages	
Categories	Percentages
1 st Grading Period Average	40%
2 nd Grading Period Average	40%
Final Exam	20%
Total	100%
3 rd Grading Period Average	40%
4 th Grading Period Average	40%
Final Exam	20%
Total	100%

Progress Reports

1 st Grading Period August 8– October 13	2 nd Grading Period October 14 – January 11	3 rd Grading Period January 12 – March 16	4 th Grading Period March 17 – May 25
Tuesday, August 30	Tuesday, November 8	Tuesday, February 7	Tuesday, April 11
Tuesday, September 27	Tuesday, December 6	Tuesday, March 7	Tuesday, May 9

Progress reports generated by PowerSchool will be provided to parents according to the calendar established by Selma City Schools. Additional progress reports can be issued at the request of parents and the agreement of schools. Progress reports should be signed by parents and returned to the school to be filed in the student work file.

Report Cards

Report Cards are designed to provide an evaluation of student progress to the student and his/her parent/guardian. Report cards are issued four (4) times during the scholastic year to all students enrolled in Grades K-12 in the Selma City School district. Students and parents/guardians are responsible for safeguarding report cards while they are in their possession.

Transfer Student Grades

When students transfer from other school districts, grades are accepted at face value. Parents/guardians are encouraged to communicate with the guidance counselor and classroom teacher concerning transfer grades from the other school.

Conduct Grades

Student conduct will not be considered when determining academic grades.

Classroom conduct will be assigned in grades K-5 based on the following scale:

S= Satisfactory, N= Needs Improvement, and U= Unsatisfactory

Make-up Missed Assignments

In the event students are absent (excused) from school, they will be afforded the opportunity to make-up missed work. When students return to school, the teacher will provide appropriate instruction, provide

students with an opportunity to complete missed work, and the teacher will evaluate the missed work and assign the earned grade.

PROMOTION AND RETENTION

Students are promoted from grade to grade on the basis of credit earned during the school year, in summer school programs, or in such other academic programs as may be approved or recognized by the Board and in accordance with applicable law. Students who are eligible for promotion from grade to grade may nevertheless be retained by agreement of the parents and appropriate school officials. **Students who have more than twenty (20) unexcused absences in one school year will be given a FA (Failure Due to Absence) unless extenuating circumstances exist as determined by the school principal.**

Throughout the school year, parents/guardians and students will be provided written or oral evaluation reports. Promotion of a student from one grade to the next shall be based on that individual student's achievement of the minimum skills necessary to qualify for promotion and on regular school attendance.

Teachers will assign grades and confer academic credit for work and activities performed by students in accordance with objective and generally accepted instructional and grading standards, applicable laws and regulations, and grading criteria set forth by the board of education, which shall be approved by the Board. Promotion criteria, credit recovery, graduation standards, and other criteria related to academic evaluation and advancement will also be applied as set forth in applicable law and such standard grading protocols.

Kindergarten Promotion/Retention

State rules and regulations, as well as district requirements, will be followed regarding assessment procedures and criteria used to determine the readiness of a kindergarten student for first grade. Because kindergarten is not required in the state of Alabama, the teacher, parent or guardian, and principal must **agree** upon the necessity for retention of a kindergarten child based on records kept by the teacher. Appeal of the decision may be made to the Department of Teaching and Learning in writing prior to June 15.

Alabama Literacy Act: End of Third Grade Promotion Requirement

According to the Alabama Literacy Act, "third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. A student scoring at the lowest achievement level in reading on the established state assessment for third grade will not be promoted to fourth grade unless the student meets a good cause exemption for promotion."

Promotion Criteria/Retention for Grades 1-12

A passing grade (60 or above for yearly average) is required in each of the following academic core subjects: English Language Arts (reading), mathematics, language, science and social studies. Additionally, all required courses failed must be repeated. In alignment with regulations set forth by the Alabama State Department of Education, promotion summer school will be offered by Selma City Schools for students in grades 1-12 as an opportunity to retake courses. Students will be required to meet the grading criteria and can miss no more than three (3) from the program to be promoted.

Special Education Students/Section 504 Plan

The Selma City Schools Board of Education also recognizes and accepts the classification of students identified as exceptional. Requirements for promotion of these students shall be in accordance with the Individual with Disabilities Education Act (IDEA) as well as with comparable state regulations. Accordingly, all students who are classified under any special education category shall have their achievement levels for promotion and retention established by an Individualized Educational Program. If a student is receiving all instruction in a self-contained special education classroom or is receiving instruction in a subject in both the regular and self-contained classrooms, the Individualized Education Program (IEP) developed by the IEP team will govern promotion.

The 504 Student Planning Team will determine promotion and retention for students classified under Section 504. These regulations and procedures shall be strictly complied when promotion and retention decisions are rendered. Students who have been retained must be referred to the Problems Solving Team for formalized, needs-specific, and documented support.

INSTRUCTIONAL SUPPORTS AND SERVICES

Multi-Tiered System of Support

A multi-tiered System of Support (MTSS) consisting of the instructional framework as well as a well-integrated system of support in the areas of academics, behavior, attendance, and social-emotional learning will be implemented district-wide for ensuring that all students are afforded a high quality and equitable education. MTSS will provide all students in need of assistance with individualized as well as personalized intervention that match their academic, behavior, attendance, and social-emotional needs.

Counselling Services

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.

Online Learning

Multiple online learning platforms will be employed by the school district to offer students with expanded learning opportunities, including virtual, blended, remediation, enrichment, dual enrollment, and credit recovery opportunities. Students are required to participate fully in online learning opportunities. The same expectations apply regarding the completion of work assigned by teachers. Students not making progress, not completing academic packets, or opting not to participate will be referred to the school’s Problem Solving Team for additional intervention services. Student grades may also be impacted.

Career Technical Education (CTE)

Selma City Schools assists our students with forming career pathways as early as kindergarten. In particular, career technical education is geared towards preparing today’s students for tomorrow’s leaders. Direct pathways have been established that will lead students in the direction of being able to select and grow in a career pathway beyond high school. By sixth grade, the following pathways are available to pupils based on their choice:

Career Technical Education Tracks		
Health Science	Hospitality and Tourism	Agriscience
Drafting	Automotive	Air Force ROTC
Masonry	Business Management and	Marketing
Welding	Administration	Finance

Dual Enrollment/Dual Credit for High School Students

Institutions within the Alabama College System are authorized to establish dual enrollment/dual credit programs with local boards of education in the college service area. Courses offered by postsecondary institutions shall be of postsecondary level and enrolled students must pay normal tuition as required by the institution or as stipulated by the contract for services between the two levels. The tuition may be paid by the board of education for sponsored programs. A student is eligible for dual enrollment/dual credit if the student meets the following criteria:

- The student must meet the entrance requirements established by institutions of postsecondary education.
- The student must have a 2.5 average in completed high school courses and 2.0 for technical.
- The student must have written approval of the appropriate principal and the local superintendent.

- The student must be in Grade 10-12, or have an exception granted by the participating postsecondary institution upon the recommendation of the students' principal and superintendent and in accordance with Alabama Administrative Code 290-8-9-17 regarding gifted and talented students.

Students may enroll in occupational/technical courses/programs in accordance with guidelines of the Department of Postsecondary Education. Students enrolled in courses offered during the normal high school day on or off the high school campus shall have prior permission of the students' principal, superintendent, and the participating postsecondary institution president.

Parental permission and travel for courses offered off the high school campus during the normal school day will be administered under the supervision of the board of education. Credit agreements shall be developed between the participating postsecondary institution and the local board of education.

English Language Learners (ELL)

Since Selma City Schools receive federal funds, federal law requires the district to assess every student when language proficiency might be an issue. The school district is required to offer EL services to all students not proficient in English to ensure they have equal access to academic content in school.

ELL Assessment and ELL Services

To ensure a student is receiving the best support, the district will assess English proficiency. The WIDA-Access Placement Test (W-APT) has no bearing on school assignment or grade placement. It simply gives teachers a better understanding of the language support the child will need in the classroom as an English Learner. When students are identified as English Learners, they will receive EL services during the regular school day from an ESL-endorsed teacher. Students who are deemed proficient in English through the W-APT do not receive EL services.

After the initial placement assessment, all English Learners are assessed annually for English proficiency through the ACCESS for ELLs. If the student scores proficient, he/she will be "exited" from EL services.

Fee Waivers

The school may assess board-approved fees for laboratory and classroom materials. Such fees are waived for students who qualify for those supported under the McKinney-Vento Act.

Saints Virtual Academy

A part of Selma City Schools educational programming, The Saints Virtual Academy, for grades 6-12, is a unique pathway to graduation for scholars who are self-directed, responsible, and independent learners with world changing educators providing high quality, individualized instruction and support. Scholars who choose to enroll in SVA are expected to work on a paced schedule developed from diagnostic testing and individualized learning plans. Why choose Saints Virtual Academy? Scholars will have flexibility to learn and work anywhere they choose..

SVA offers various opportunities for scholars seeking a comprehensive educational experience including career technical education courses along with certification and credentialing is available to all scholars. Dual enrollment and AP classes are available for scholars wanting to earn college credit while in high school or even graduate from SVA with an Associate's degree! All courses offered will be taught by certified teachers with face-to-face support offered throughout the year. Most importantly, Saints Virtual Academy is free!

HIGH SCHOOL (ONLY) GRADING PROCEDURES

Early Graduation Policy

Students considering early graduation (completion of all graduation requirements at the end of the first semester of twelfth grade) should review and plan to adhere to the following criteria and schedule a consultation with their counselor no later than the last day of the first month of school.

- I. A Selma High School student who wishes to complete graduation requirements at the end of the first semester of his/her senior year must meet certain criteria.
 - :
 - The student must declare the intent to graduate early, by the beginning of his/her senior year, but not later than the last workday in the first month of school.
 - The student must have accumulated 24 required credits by the start of their senior year.
 - The student must have the 28 required credits for graduation by the end of the first semester of his/her senior year.
 - The student must earn a score at the Silver Level or higher on the fall administration of the ACT WorkKeys Assessment.
 - The request for early graduation must have approval by parents, the principal, and superintendent of Selma City Schools to graduate early.
 - Students transferring into Selma High School at the beginning of their senior year would be eligible to apply for early graduation upon entrance but no later than the last work day in the first month of school.
 - Students with unusual circumstances, such as military orders, will be considered for early graduation on an individual basis, through application to the principal and an approval by parents and the superintendent of Selma City Schools.
- II. Absence - The maximum number of days of absence allowable by Selma City Schools is 10 excused days if requesting early graduation.
- III. Compliance – The general conduct of students applying for early graduation will be reviewed in relation to truancy, tardiness, detentions, and suspension prior to approval.

Semester Examinations

Results from semester/final examinations will be weighed when calculating student averages using larger weights than a regular test. Semester and final examinations weigh 20% of the semester/final grade averages. The overall final grade percentage for each grading period and semester/final are reflected in the table below.

Grading Periods/Semester/Final Average Calculations	
Category	Percentage
1 st 9 Week's Average	40%
2 nd 9 Week's Average	40%
1 st Semester Exam	20%
TOTAL	100%
3 rd 9 Week's Average	40%
4 th 9 Week's Average	40%
2 ND Semester Exam	20%
TOTAL	100%

High School Exam Exemption

Students in Grades 9-12 will take a final examination for each course enrolled. All final examinations will be administered according to a schedule approved by the superintendent/designee.

Students in Grades 11-12 must earn an “A” in a course with no more than three (3) excused absences, 3 excused tardies, and with no out of school suspensions may earn exemption from the qualifying course. A student is not eligible for exemption if he/she has unexcused absences or tardies.

Grade Point Average

For students in Grades 9-12, all grades in all courses taken will be considered as part of the grade point average. Grade averages will be added and divided by the total number of term grades. Grades must be assigned the following point values to calculate the grade point average: A-4; B-3; C-2; D-1; and F-0.

- Grades from honor courses will be weighted at the following point values: A-4.5; B-3.5; C-2.5; D-1.5; and F-0.
- Grades from advanced placement and dual enrollment courses will be weighted at the following point values: A-5; B-4; C-3; D-2; and F-1.

The point values must be added and divided by the total number of semester/term grades. The grading system used to measure student progress toward achieving the predetermined performance standards shall be applied consistently throughout the school district.

Valedictorian and Salutatorian

The following are criteria for determining who may be eligible for valedictorian, salutatorian, and honor line or top ten percent of the class in the Selma City School district.

- Candidates for valedictorian and salutatorian must have completed his/her junior and senior years at Selma High School.
- Grading in advanced placement courses and dual enrollment courses will be weighted by adding 1 point on a four-point scale and grading in honors courses will be weighted one-half (1/2) point higher than the regular grade on a four-point scale per term. Term grades are to be weighted using the following: A is to be weighted as 4 points plus 1 or 1/2; B is to be weighted as 3 points plus 1 or 1/2; C is to be weighted as 2 points plus 1 or 1/2; D is to be weighted as 1 point plus 1 or 1/2.
- One term equals one nine-week grading period.

No points will be added to term grades for regular courses. This means that an A is equal to 4 points; B is to be equal to 3 points; C is to be equal to 2 points; D is to be equal to 1 point; and F is to be equal to 0 points. Candidates for valedictorian and salutatorian will be selected at the completion of the senior year so that all course work is included in the calculation of the final GPA.

A committee including the superintendent/designee will resolve any unusual situations or circumstances that may arise.

Carnegie Units

Placement of students in Grades 9-12 is determined by the number of credits earned by the beginning of the school year. Students must earn the minimum number of Carnegie Units (credits) necessary for grade placement above Grade 9 as indicated below:

- Entering 10th Grade – 7 credits
- Entering 11th Grade – 14 credits
- Entering 12th Grade – 21 credits
- Required for Graduation – 28 credits

Credit Recovery

In accordance with the guidelines of the Alabama Department of Education, Selma City Schools will offer students who have received a failing grade average of 40 through 59 in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course. Such

students must meet eligibility requirements to apply. Both parent/guardian and student must sign a contract regarding the terms of this program.

Graduation Diplomas

In order to participate in graduation exercises, all students must complete and fulfill all requirements for graduation in accordance with the diploma type selected.

- **Alabama High School Diploma – Standard**
- **Alabama High School Diploma with Advanced Academic Endorsement**
In order to receive an Advance Endorsement all core classes must be Advanced level classes or higher in conjunction with two (2) foreign language courses. A student cannot fail more than one (1) core course while under the Advanced Endorsement. If two (2) or more courses are failed, the student automatically defaults to the Standard diploma.
- **Students with Disabilities in the Special Education Program**
Students with disabilities have three (3) pathways for earning the Alabama High School Diploma: General Education Pathway, Essentials/Life Skills Pathway, and Alternate Achievement Standards (AAS) Pathway. The IEP team, including the parents, will determine which pathway is appropriate for the student.

REQUIREMENTS FOR ATHLETICS

Eligibility for Athletics

Eligibility for athletic participation in SCS is governed by the Alabama High Schools Athletic Association (AHSAA), district policy. Students who withdraw from a school of choice will lose athletic eligibility for one calendar year, subject to AHSAA decisions. Students must submit required documentation to the school office prior to participating in athletic programs and practices.

No Pass, No Play

The No Pass No Play rule stipulates that Alabama public school students who participate in extracurricular activities must achieve a passing grade (70% or higher, 60% or higher for Pre-AP or AP courses) each grading period in order to qualify to continue participating in athletics and extracurricular activities. If students receive at least one failing grade on their report card during a given grading period, that student is forbidden or ineligible to participate in extracurricular activities until the failing grade or grades have been improved to passing levels.

Athlete Safety

The safety of students is the first consideration in all athletic practices and events. Coaches will take appropriate measures to provide a safe, healthy experience for participants and helpers in the athletic program to minimize the number and degree of seriousness of injuries and related illnesses. For all athletic practices and competitions, the safety procedures of the emergency action plan mentioned in the "safety consideration" of the athletic department's manual shall be followed. Safety procedures shall comply with board policy for Selma City Schools, state laws and regulations, and the requirements of the Alabama High School Athletic Association (AHSAA).

Coaches shall receive permission from the athletic trainer and physician to reinstate an athlete to resume play after an injury. Coaches have to be cognizant of an athlete at any time that may sustain serious injury that may be aggravated by continued participation in the game or practice. Corrective measures to also consider during the care and concern of athletes would be heat indices, availability of water, severe weather advisory, and practice schedule.

Covid-19 Return to Play and SCS Student Waiver

Athletics Return to Play will follow NFHS, AHSAA, local and state government protocols and guidelines for sports implementation. The Return to Play for Athletics includes but is not limited to a nineteen (19) day acclimation period if a student tests positive for COVID-19. As required by the board of education for Selma City Schools, all students must signed the Student Waiver/Release Of Liability Form to participate in sports, copy of the signed SCS waiver must be on file prior to a student's involvement in any form of practice, training, and games, and lastly, the document must be uploaded in the Dragonfly portal for documentation..

TECHNOLOGY EDUCATION

Acceptable Use Policy

The use of Internet and other instructional technology programs is part of the information and research services offered to students who attend Selma City Schools. This service is designed to provide access to Internet servers, instructional websites, electronic mail, and other technological software designed for instructional purposes. Students will not be permitted to use the Internet or e-mail at school unless the parent or guardian signs the Acceptable Use Policy notice in the back of this handbook.

Internet services provide access to a global network allowing students to explore thousands of educational resources. Through the use of electronic mail, students can communicate with other users around the world. However, with this access to computers and people around the world also comes the availability of material that may not be considered of educational value in the context of the school setting. While Selma City Schools has taken precautions to restrict access to controversial materials, it is impossible to control all materials which might be found either intentionally or unintentionally.

In order for the school district to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the school's teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Permission to Use Technology

In general, students should only use technology with the permission of a school district employee. The district's **Bring Your Own Device (B.Y.O.D.)** policy will determine when and how students may use personally-owned devices. During school hours, students should only use technology, whether the district's or their own, for school-related purposes. Students must have specific permission from their teacher in order to:

- Use personally-owned technology in class
- Publish information to websites, blogs, wikis, messaging apps, or other online workspaces, including Twitter, Facebook, etc.,
- Create an account in any online software program or app

Additionally, students must have the permission of school officials and have submitted any necessary paperwork prior to moving any district-owned technology from the school.

Bring Your Own Device (B.O.Y.D.)

Students will be required to access our wireless network when using the approved personal technology devices during the school day with the consent and supervision of the classroom teacher and the authority of the building principal or when using approved personal technology devices for personal use at authorized times. While users may operate their own devices to access the Internet, they must do so by way of the district's filtered wireless connections. The use of private (3G/4G) network access is prohibited. Users may not disable, override or circumvent district technology filters and protection measures.

Acceptable Devices

Computers, laptops and netbooks with either Microsoft Windows or Apple operating systems are permitted on the district's network. Mobile devices, tablets, and e-Readers are clearly useful for productivity purposes and will enhance instruction, so they are permitted on the network. This category includes but is not limited to iPads, Android tablets, Google Chrome, Kindles, Nooks, etc. The category referred to as "handheld devices", which includes iPods, iPhones and Android smartphones are also permitted at this time. It is expected that these devices will have an updated web browser from which the student will be able to access necessary tools, current antivirus software and be fully charged and maintained to work properly during the day.

3G/4G Network Access Is Prohibited

Mobile devices such as laptops, tablets, e-readers, are often equipped with 3G/4G wireless capability, which the district is unable to filter or monitor in legal compliance with the Children's Internet Protection Act. Students who bring 3G/4G enabled devices must access the Internet via the district's filtered Wi-Fi connection only. Violators may have their devices confiscated, their participation in the B.Y.O.D. initiative restricted and be subject to disciplinary action.

Inappropriate Use of Internet/Electronic Devices

Students may not use personal technology during instruction except when used as an aid to instruction, at the discretion of the classroom teacher and the principal. A student who brings his/her device should not use that device to cause harm to the district's network by introducing viruses, or to engage in cyberbullying, viewing inappropriate materials, sexting, videoing other students without permission, fights and other altercations, or any other forms of harassment.

Threat by Electronic Transmission

Students, employees and volunteers must report any knowledge of electronic threats to school officials. Electronic threats may include but not limited to, email, web pages, blogs, Twitter, Facebook, Instagram, SnapChat, TikTok, and all forms of social media.

Unauthorized Video/ Audio Recording

Unauthorized Video/ Audio Recording, Posting, and Sharing Selma City Schools values civility, respect for the individual and the privacy of students, visitors and staff. These values include safeguarding against inappropriate invasions of personal privacy rights. In addition to the privacy protections provided by applicable laws and regulations, other policies of the Board of Education, and reasonable regulations promulgated by the building principal and central administrators, the following guidelines shall apply to photographs, video recordings and audio recordings on Selma City Schools premises, school buses, or school sponsored events. Except as specifically set forth in these guidelines. Personal devices should not be used to record, share, transmit, or post photographic images or video of a person, or persons for non-instructional purposes while on school property including buses, or attending any school-sponsored activity on or off campus during school activities and/or hours. Violation of these guidelines shall be subject to the following potential consequences:

1. In the case of violations by staff, disciplinary action as permitted by law and subject to the terms of any applicable collective bargaining agreement.
2. In the case of violations by students, the recording equipment will be confiscated until any unauthorized recording has been erased, and the student(s) will face a Type 4 disciplinary action will ensue according to Selma City Schools Student-Parent Handbook.
3. In the case of visitors, removal from SCS campuses followed by other lawful actions.

The following recordings may be made without the prior consent of a recording subject, subject to any further privacy protections provided by applicable laws and regulations, and that no otherwise-permitted recording shall be distributed or disseminated for the purpose of annoying, intimidating or harassing any a subject:

1. Recordings made by or on behalf of the Selma City Schools for inclusion in district publications and newsletters or for dissemination to the news media for the purpose of publicizing programs or events.
2. Recordings made by representatives of news media, parents/guardians and other persons lawfully on SCS campus to attend district events open to visitors, including dramatic productions, athletic events, meetings of the board of education and other meetings open to the public; provided, however, that recordings may be limited in the case of performances of copyrighted material.
3. Recordings made in connection with certification and other credentialing processes applicable to teachers and teaching assistants.
4. Recordings made with the approval of the superintendent/designee for the purpose of assessing or improving the quality of instruction.
5. Recordings made by faculty members for educational purposes tied to the goals and objectives of a course or courses, or for dissemination only in the faculty member's password protected site.
6. Recordings made for use in connection with class photographs, student publications and yearbooks.
7. Recordings made and maintained for security purposes.
8. Recordings of interior or exterior scenes where the presence of recording subjects who have not given consent is merely part of an incidental background.
9. Any other recordings as approved in advance by the superintendent/designee or the principal/designee with approval may include appropriate restrictions.

Wireless Information

When a student brings his/her own personal technology device onto the middle school or high school campus, it is mandatory that these devices utilize the assigned wireless network for students only. By authenticating and logging into the assigned student network, the student is agreeing to comply with the terms of the Selma City Schools Acceptable Use Policy. Once on the assigned student network, all users will have filtered Internet access on their personal technology device equipment and will be in compliance with the Children's Internet Protection Act (CIPA).

Rules and Limitations

Students should strive to be good digital citizens. In addition to following the Acceptable Use Policy, 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 technology restricted or denial of school property and personal usage prohibited on campus.

Expectations of Privacy

Students should not expect that their files, communications, or Internet use while using district-owned or managed technology are private. Authorized staff may access, search, examine, inspect, collect, or retrieve information of any kind from the district's technology devices. At any time, authorized staff may investigate a user's violation without prior notice to ensure adherence to the district's rules and procedures. In addition, authorized staff may delete or remove a user's files from district-owned or managed technology without warning when those files violate the Acceptable Use Policy or when necessary to maintain safe and correct operations of the district's technology.

APPENDIX

PARENT/GUARDIAN ATTENTION REQUIRED

Student Name _____

Room/Section No. # _____

Selma City Schools
2022-2023 Student-Parent Resource Handbook
Notice of Receipt

Thank you again for partnering with Selma City Schools to assist us in supporting and educating your child(ren) this school year. **Please ensure to sign a Notice of Receipt Form for each Selma City Schools student in your household and return the form to each student's school.**

I, _____ (student) attending _____ (school) acknowledges with my parent/guardian by our signatures below that we have received, read, and understand the policies, procedures, and regulations outlined in the Student-Parent Resource Handbook for Selma City Schools. We understand that the guidelines in this handbook applies to all students and families enrolled in Selma City Schools.

Print and Sign Below

Print Student Name _____ Date _____

Student Signature _____

Print Parent/Guardian Name _____ Date _____

Parent/Guardian Signature _____

Print Parent/Guardian Name _____ Date _____

Parent/Guardian Signature _____

NOTE: If the student lives with both parents/guardians, both are to sign the statement. If the student only lives with one parent, only one signature is required. Please note, the related content will still apply to every student and family whether this form is returned or not.

Student Name _____

Room/Section No. # _____

Selma City Schools COMPREHENSIVE PARENTAL CONSENT FORM

STUDENT ATTENDANCE & TRUANCY

Alabama Code §16-28-3 requires all children between the ages of six (6) and seventeen (17) to attend school regularly. Parents and/or guardians are responsible for the regular attendance to school. The school district recognizes the need to partner with our families to assist you in accomplishing the above goal. With that being said, the school district requests that parents, please, notify your local school when attendance matters occur. Failure to comply with the Compulsory School Attendance Law will result in Selma City Schools signing a Consent Decree/Contributing Warrant against the parent/guardian for truancy. As well, the school district is requesting the punctual arriving of your child(ren) to school daily. I understand the Compulsory School Attendance Law and the impending result of my child's habitual absence from school.

Parent or Guardian Signature

Date

INAPPROPRIATE CELL PHONE USAGE

Cell phones brought to school must be stored appropriately. The school is not responsible for attempting to recover lost or stolen cell phones. Cell phones cannot be audible on school property. When a student is found to be using his/her cell phone without permission or during designated times, the phone can be confiscated from the student and given to a school principal.

Parent or Guardian Signature

Date

MEDIA RELEASE STATEMENT

Selma City Schools has permission to recognize my child, publicly, including in the media. I give permission to Selma City Schools to photograph or digitally record my child for media and web publication. My child has permission to be photographed or digitally recorded by the news and other non-media as part of recognitions, celebrations, etc. for Selma City Schools.

___ Approve ___ Deny Parent/Guardian Signature _____ Date _____

CORPORAL PUNISHMENT

Selma City Schools has permission to administer corporal punishment to my child. I understand that I will be contacted before corporal punishment is administered if a working contact number is available.

___ Approve ___ Deny Parent/Guardian Signature _____ Date _____

PHYSICIAN AUTHORIZATION FOR SCHOOL NURSE

I authorized the school nurse to talk with the physician should a question come up regarding my child's medical condition or medication.

___ Approve ___ Deny Parent/Guardian Signature _____ Date _____

PERSONAL DEVICE CHECKOUT

My child has permission to check out a laptop for use at home with school related work assignments, and I understand that all damages or loss of equipment must be reimbursed to the school. Damages will not exceed the cost of the device.

___ Approve ___ Deny Parent/Guardian Signature _____ Date _____

ACCEPTABLE USE POLICY

Selma City Schools Internet Acceptable Use Policy (AUP) is designed to provide guidelines to students for using the Internet and email while at school. Please ensure to read the AUP procedures and other technology related information starting on page 47 in this handbook. These procedures must be read and signed by the student and a parent/guardian, and returned to homeroom teacher. Students will not be given access to the Internet or email until this form is signed and returned to school. Please note that if a student violates the terms of this policy, they may lose their Internet privileges and/or be disciplined in accordance to the responses outlined in the Student-Parent Resource Handbook disciplinary section. If you have any questions, contact the Department of Technology Services at 334-874-1600 for Selma City Schools.

_____ My child may use the Internet, email and other technology services while at school.

_____ My child cannot use the Internet, email and other technology services while at school if this form is not signed.

Student Signature

Date

Parent/Guardian Signature

Date



BULLYING COMPLAINT FORM

Jamari Terrell Williams Student Bullying Prevention Act #2018-472

It is required by ACT #2018-472 that this form be submitted by the affected student, or the parent or guardian of the affected student, and not by an education employee on behalf of an affected student or his or her parent or guardian.

The affected student, or the parent or guardian of the affected student, must submit this form to the school’s Principal or his/her designee in person or by United States postal mail. The principal/designee is responsible for the investigation. Incomplete forms will not be considered for investigation.

Anonymous reports will not be the basis for imposing disciplinary action against a student. Reprisal or retaliation against any person who reports an act of intimidation, violence, threat of violence, or bullying, is prohibited and appropriate remedial action will be taken against a person who engages in such reprisal or retaliation.

Today’s date _____/_____/_____ School: _____

PERSON REPORTING INCIDENT: Student Parent/Guardian

Name of alleged student victim: _____ Age: _____ Grade: _____

Name(s) of alleged offender(s), if known	Grade	School	Is he/she a student?	
			Yes	No

Name(s) of alleged witness(es), if known	Grade	School

Date(s) on which alleged incident(s) happened			Where did the alleged incident happen? (Check all that apply for each listed date.)						
Month	Day	Year	On school property but not via Internet	At a school-sponsored activity or event off school property	On a school bus	On the way to/from school property	Made off school property but not via Internet	Made via Internet – sent from school property	Made via Internet – sent from a location off school property

In what form did the alleged incident occur? (Choose all that apply.)

_____ Written whether hand-written or printed text _____ Electronic _____ Verbal _____ Physical

BULLYING COMPLAINT FORM

Place a check next to the statement(s) that best describe(s) what happened. (Choose all that apply.)

- Any bullying, harassment, or intimidation that involves physical aggression
- Hitting, kicking, shoving, spitting, hair pulling, or throwing something
- Getting another person to hit or harm the student
- Teasing, name-calling, making critical remarks, or threatening, in person or by other means
- Demeaning and making the victim the object of jokes
- Making rude and/or threatening gestures
- Intimidating, bullying, extorting, or exploiting
- Spreading harmful rumors or gossip
- Cyberbullying (e. g., social media including Facebook, Twitter, Snapchat, Instagram, Kik, etc.)
- Sexual in nature
- Related to the student's perceived sexual orientation
- Excluding or rejecting the student
- Related to the student's disability
- Electronic or written communication (e. g. e-mail, text, sexting, etc.)
- Racial harassment
- Sexual harassment
- Other _____

Why do you believe that the bullying, harassment, or intimidation occurred? (Choose all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Because of race | <input type="checkbox"/> Because of sexual orientation |
| <input type="checkbox"/> Because of ethnicity | <input type="checkbox"/> Because of family/parent/material status |
| <input type="checkbox"/> Because of color | <input type="checkbox"/> Because of poverty/socioeconomic status |
| <input type="checkbox"/> Because of ancestry | <input type="checkbox"/> Because of language |
| <input type="checkbox"/> Because of national origin | <input type="checkbox"/> Because of physical disability |
| <input type="checkbox"/> Because of religion | <input type="checkbox"/> Because of mental disability |
| <input type="checkbox"/> Because of immigration status | <input type="checkbox"/> Because of age |
| <input type="checkbox"/> Because of sex | <input type="checkbox"/> Just to be mean |
| <input type="checkbox"/> Because of gender | <input type="checkbox"/> To impress others |
| <input type="checkbox"/> Because of gender identify | <input type="checkbox"/> Because of unknown reason |
| <input type="checkbox"/> Because of gender expression | <input type="checkbox"/> Because of another reason (specify below) |
- _____

Describe the incident(s), including what the alleged offender(s) said or did. (Please print.)

Did a physical injury result from this alleged incident? (only select one response)

- No Yes, but it did not require medical attention Yes, and it required medical attention

To your knowledge, has the alleged victim threatened suicide?

- No
- Yes (Check all that apply.)
- In writing, whether hand-written or printed text
 - Electronic
 - Verbal
 - Physical

Is there any additional information that you would like to provide? (Please print.)

(Attach a separate sheet if necessary.)

By signing below you agree that all of the information on this form is accurate and true to the best of your knowledge.

Printed name: _____ Signature: _____ Date: _____

Selma City Schools

Annual Notification Regarding School Provided or Sponsored Mental Health Services

Mental Health Services

The Selma City School district provides or sponsors the following mental health services. The following list reflect the counseling services provided to students to support the “whole” child.

- ✓ **Large Group Guidance-** includes the school counselor discussing topics such as bullying, class scheduling, stress management, test anxiety or guest speakers to discuss good choices, substance abuse prevention, etc.
- ✓ **Small Group Guidance-** includes small group of students with the school counselor to discuss topics such as appropriate behavioral modification techniques, making healthy friendships, conflict resolution, healthy coping skills, peer pressure, etc.
- ✓ **Individual Guidance-** includes one-on-one sessions with the school counselor, behavioral interventionists, and mental health coordinator to discuss topics such as grief, healthy coping skills, scheduling, behavioral modifications techniques, making healthy relationships, well-being, etc.
- ✓ **Mentoring-** includes Peer Helpers, Big Brothers/Big Sisters, and/or Social Work Interns working with students in school on topics such as friendships, healthy relationships, anger management, anxiety, career, etc.
- ✓ **Monitoring of Student Well-Being-** in-class check-ins are routinely performed electronically or by the school counselor to gather quick feedback and to monitor the academic, social, and emotional welfare of students.
- ✓ **Assessments or Surveys-** includes questionnaires provided to students related to social behaviors, feelings, counseling needs, etc.
- ✓ **Crisis Intervention-** short-term, immediate assistance by school counselor or professional for a specific situation.
- ✓ **School-Based Mental Health-** on-going counseling services by school counselors, the behavioral interventionist, or the mental health coordinator, which may include might include individual counseling or family counseling to address concerning, chronic, dangerous, disruptive, or impeding behaviors. Written parental or legal guardian’s consent is obtained during an intake meeting before services are provided.
- ✓ **Referral to Community Resources/Services-** on-going counseling services by a professional service provider outside of the school district, which may include might include individual counseling or family counseling to address concerning, chronic, dangerous, disruptive, or impeding behaviors. Written parental or legal guardian’s consent is obtained during an intake meeting before services are provided.

Review of Materials

Parents/Guardians may request to review any materials used in the guidance and counseling programs available to students by contacting the student’s counselor.

Information Regarding How to Allow, Limit, or Prevent Your Child’s Participation in Mental Health Services Under Alabama Law

no student under the age of fourteen may participate in ongoing school counseling services including, but not limited to, mental health services, unless (1) the student’s parent or legal guardian has submitted a written opt-in granting permission for the student to participate or (2) there is an imminent threat to the health of the student or others.

Therefore, if your child is under fourteen, they will only be allowed to participate in mental health services if you opt-in. If you would like the Selma City Schools to be able to offer and/or provide mental health services to your child, you must opt-in for each service listed for them to participate in that service.

Even if you do not opt-in to mental health services, your child may be provided mental health services if there is an imminent threat to their health or others. School employees may determine in their discretion whether such an imminent threat exists and provide any mental health services they deem necessary under the circumstances.

Parent of Students with Disabilities: *Please note that the opt-in process is not applicable to any school counseling services or “mental health services” contained in a student’s IEP or §504 plan.* Consent for those services will be obtained and information regarding your child’s mental health services will be provided through the usual special education process.

Selma City Schools OPT-IN FOR MENTAL HEALTH SERVICES

Student Name: _____

School Name: _____

As of the date of my signature below, I opt-in for my child, under the age of 14 years old, may receive mental health service, to include school guidance and counseling services while at school.

- Yes
- No

If NO, stop here.

If Yes, Continue Below

I HEREBY GIVE MY PERMISSION FOR MY CHILD TO PARTICIPATE IN THE FOLLOWING MENTAL HEALTH SERVICES:

[Check the box for each mental health service you want to be available to your child]

Parents/Guardians may rescind permission for a student to participate in mental health services at any time by providing written notice to the school principal.

- All Services Listed Below** (I understand that written parental or legal guardian's consent will be required for my child to receive on-going school-based mental health services and when be referred to an outside agency.)

Select Specific Services

- Large Group Guidance-** includes the school counselor discussing topics such as bullying, class scheduling, stress management, test anxiety or guest speakers to discuss good choices, substance abuse prevention, etc.
- Small Group Guidance-** includes small group of students with the school counselor to discuss topics such as appropriate behavioral modification techniques, making healthy friendships, conflict resolution, healthy coping skills, peer pressure, etc.
- Individual Guidance-** includes one-on-one sessions with the school counselor, behavioral interventionists, and mental health coordinator to discuss topics such as grief, healthy coping skills, scheduling, behavioral modifications techniques, making healthy relationships, well-being, etc.
- Mentoring-** includes Peer Helpers, Big Brothers/Big Sisters, and/or Social Work Interns working with students in school on topics such as friendships, healthy relationships, anger management, anxiety, career, etc.
- Monitoring of Student Well-Being-** in-class check-ins are routinely performed electronically or by school employees to gather quick feedback and to monitor the academic, social, and emotional welfare of students.
- Assessments or Surveys-** includes questionnaires provided to students related to social behaviors, feelings, counseling needs, etc.
- Crisis Intervention-** short-term, immediate assistance by school counselor or professional for a specific situation.
- School-Based Mental Health-** on-going counseling services by school counselors, the behavioral interventionist, or the mental health coordinator, which may include might include individual counseling or family counseling to address concerning, chronic, dangerous, disruptive, or impeding behaviors. **Written parental or legal guardian's consent is obtained during an intake meeting before services are provided.**
- Referral to Community Resources/Services-** on-going counseling services by a professional service provider outside of the school district, which may include might include individual counseling or family counseling to address concerning, chronic, dangerous, disruptive, or impeding behaviors. **Written parental or legal guardian's consent is obtained during an intake meeting before services are provided.**

(Parent's Name: Signature)

(Parent's Name: Print)

Date



Bus Transportation Request Form

PRINT	RESET	SUBMIT
Parent Name	<input type="text"/>	
Physical Address	<input type="text"/>	
Telephone Number	<input type="text"/>	
Cell Phone Number	<input type="text"/>	
Parent Email Address	<input type="text"/>	
Student Name	<input type="text"/>	
School Attending	Select School	

Please make sure an adult is present when the scholar is returned home in the afternoon



**SELMA CITY SCHOOLS
STUDENT WAIVER/RELEASE OF LIABILITY FORM**

The Selma City School District has put in place preventative measures to reduce the spread of **COVID-19** and other communicable diseases. However, the School District cannot guarantee that your child will not become infected with **COVID-19**. Further, attending and participating in activities could increase your child's risk of contracting **COVID-19**.

Your child's participation and attendance in any activity/program are voluntary. Further, your child is required to abide by directives designed to lower the risk of **COVID-19** exposure, which may include, wearing masks, social distancing, washing hands, non-sharing of equipment, wiping down all shared equipment after each use, limitation on spectators, etc. If your child fails to follow these directives, your child will forfeit his/her right to continued participation in the activity/program.

In consideration of your child being allowed to participate in any activity/program in the Selma City School District, the undersigned acknowledges, appreciates, and agrees that:

The risks of injury and illness (ex: communicable diseases such as MRSA, influenza, and **COVID-19**) to my child from the activities involved in the school programs are significant, including the potential for permanent disability and death, and while particular rules, equipment, and personal discipline may reduce these risks, the risks of serious injury and illness do exist; and

1. **FOR MYSELF, SPOUSE, AND CHILD, I KNOWINGLY AND FREELY ASSUME ALL SUCH RISKS,** both known and unknown, **EVEN IF ARISING FROM THE NEGLIGENCE OF THE RELEASEES** or others, and assume full responsibility for my child's participation; and
2. I willingly agree to comply with the program's stated and customary terms and conditions for participation. If I observe any unusual significant concern in my child's readiness for participation and/or in the activity/program itself, I will remove my child from the participation and immediately bring such, concern to the attention of the nearest official; and

3. I myself, my spouse, my child, and on behalf of my/our heirs, assigned personal representatives and next of kin, **HEREBY RELEASE AND HOLD HARMLESS** the Selma City School District, its directors, officers, officials, agents, employees, volunteers, other participants, sponsoring agencies, sponsors, advertisers, and, if applicable, owners and lessors of premises used to conduct the event ("Releasees"), **WITH RESPECT TO ANY AND ALL INJURY, ILLNESS, DISABILITY, DEATH**, or loss or damage to person or property incident to my child's involvement or participation in these programs, **WHETHER ARISING FROM THE NEGLIGENCE OF THE RELEASEES OR OTHERWISE**, to the fullest extent permitted by law; and

4. I, for myself, my spouse, my child and on behalf of my/our heirs, assigned personal representatives, and next of kin, **HEREBY INDEMNIFY AND HOLD HARMLESS** all the above Releasees from any and all liabilities incident to my involvement or participation in these programs, **EVEN IF ARISING FROM THEIR NEGLIGENCE**, to the fullest extent permitted by law; and
5. I, the parent/guardian, assert that I have explained to my child: the risks of the activity, his/her responsibilities for adhering to the rules and regulations, and that my child understands this agreement.

I, FOR MYSELF, MY SPOUSE, AND CHILD, HAVE READ THIS RELEASE OF LIABILITY AND ASSUMPTION OF RISK AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT WE HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.

Name of Child/Ward: _____

Name of Parent/Guardian: _____

Parent/Guardian Signature: _____

Date Signed: _____

UNDERSTANDING OR RISK

I understand the seriousness of the risks involved in participating in this activity/program, my personal responsibilities for adhering to rules and regulations, and accept them as a participant.

Name of Child/Ward: _____

Signature of Child/Ward: _____

Date Signed: _____

COMMUNITY RESOURCES

Early Intervention System/Child Find 1 (800) 543-3098	Safe Schools Hotline (Alabama) 1-888-SAV-KIDS
Children's Rehabilitation Services 2906 Citizens Parkway (334) 872-8421 www.eswcarc.us	Selma Disability Advocacy Program 701 Lauderdale Street (334) 875-6001
Selma AIR (AIDS Awareness) 1405 Jeff Davis (334) 872-6795	Pregnancy Resource Center 218 Union Street (334) 875-8900 www.pregnancyresources.com
Tri-County Southwest Alabama/Sickle Cell Anemia Association 2820 Citizen Parkway Suite B (334) 872-9362	
Addison Way Apartments 1300 Cloverdale Road (334) 872-7698	Cedar Grove Apartments 2811 Earl Goodwin Parkway (334) 872-2100
Candlewood II Apartments Lincoln Drive (334) 874-6742	Heritage Hills Townhouses 4 Heritage Hill Apt (334) 875-1877
Magnolia Garden Apartments 1943 Marie Foster Street (334) 872-9195	Selma Housing Authority Central Office 444 Washington Street (334) 874-6271
Selma Housing Development 1124 Water Avenue (334) 874-4000	
Alabama Statewide Domestic Violence Hotline 24/7 (800) 650-6522	SABRA Sanctuary P.O. Box 393 (334) 874-8711
Salvation Army 1206 Roundtree Drive (334) 875-7797	Edmundite Missions 1428 Broad Street, Selma, Alabama 36701 Phone: (334) 872-2359 Toll Free: 1-888-540-7722 information@edmunditemissions.org
United Way of Selma & Dallas County 115 Vaughan Memorial Drive P.O. Box 298 Selma, AL 36701 (334) 874-8383	Christian Services for Children in Alabama P.O. Box 2077 Selma, AL 36702 (334) 875-0608
Community Action Agency-Elmore 518 Cahaba Road Selma, AL 36701 (334) 877-3964	Selma Habitat for Humanity 1004 Keith Way Selma, AL 36701 (334) 526-4029
Dallas County WIC Program 100 Samuel O. Moseley Drive Selma, AL 36701 (334) 872-8757	Alabama Medicaid Agency 106 Executive Park Lane, Selma, AL 36701 (334) 418-6600
Selma Area Food Bank 497 Oak Street Selma, AL 36701 (334) 872-4111	Cahaba Center For Mental Health 1017 ½ Medical Center Parkway Selma, AL 36701 (334) 875-2100

School Year Calendar

Revised



July 22						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 22						
Su	M	Tu	W	Th	F	Sa
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October 22						
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30	31					

November 22						
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13	14	15	16	17	18	19
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27	28	29	30			

January 23						
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29	30	31				

February 23						
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March 23						
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May 23						
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June 23						
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July 23						
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August 22						
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28	29	30	31			

December 22						
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18	19	20	21	22	23	24
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April 23						
Su	M	Tu	W	Th	F	Sa
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August 23						
Su	M	Tu	W	Th	F	Sa
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20	21	22	23	24	25	26
27	28	29	30	31		

2022-2023 ACADEMIC CALENDAR

	Academic Day (180 Days)	Issue Date
	School and Offices Closed	
	First Day of Class/Return to School	October 19, 2022
	Staff PD/Work Day (No Students)	January 18, 2023
	Report Cards Issued	March 22, 2023
	Holiday/Weather Day	May 26, 2023
	High School Graduation	
	Remote Learning/Work Day	
	Aug 2-5 Staff Development/Work Day	
	Aug 5- Employee Institute	
	Aug 8 - First Day for Students	
	Sept 5 - Labor Day	
	Oct 12-14 - Fall Break	
	Nov 11 - Veterans Day	
	Nov 21-25 Thanksgiving Holiday	
	Dec 19-Jan 2 Winter Holiday	
	Jan 3 - Staff Development/Work Day	
	Jan 4- Students Return	
	Jan 16 - MLK Holiday	
	March 20-24 - Spring Break	
	April 7 - Holiday/Weather Day	
	May 18- SHS Graduation	
	May 26 - Last Day for Students (Half-Day)	
	May 29 Memorial Day	
	May 30 - Staff Development/Work Days	
	Grading Periods	
	August 8-October 13	October 19, 2022
	October 14-January 11	January 18, 2023
	January 12-March 16	March 22, 2023
	March 17-May 26	May 26, 2023

IMPORTANT PASSWORDS FOR FAMILIES

Please request the following passwords from schools to assist with monitoring your child(ren) progress. Please do not share this information with anyone to avoid a breach. Please safely store this booklet in a protected location.

Student Email Address: _____

Email User Name: _____

Schoology Account # _____

Clever Account # _____

Core Textbook Account # _____

Core Textbook Account # _____

i-Ready Account # _____

Voyager Account # _____

MyOn Account # _____

Other Educational Apps:

App Account # _____

App Account # _____

App Account # _____

App Account # _____

App Account # _____



DIRECTORY OF SCHOOLS

<p>Clark Elementary School Mrs. Alisha Cleveland, Principal 405 Lawrence Street Selma, AL 36701 (334) 874-1630</p>	<p>Sophia P. Kingston Elementary School & SCS Strong Start Pre-K Center Mrs. Tamara Smith-Nelson, Principal 2224 Selma Avenue Selma, AL 36701 (334) 874-1635</p>
<p>Edgewood Elementary School Dr. Margaret Jones, Principal 709 Highland Avenue Selma, AL 36701 (334) 874-1640</p>	<p>School of Discovery Mrs. Felicia Tinker 400 Washington Street Selma, AL 36701 (334) 874-1670</p>
<p>Meadowview Elementary School Ms. Chimeria Evans, Principal 1816 Old Orrville Road Selma, AL 36701 (334) 874-1655</p>	<p>R. B. Hudson STEAM Academy Dr. Chasity Green, Principal 1701 Summerfield Road Selma, AL 36701 (334) 874-1675</p>
<p>Payne Elementary School Mrs. Tamera R. Carter, Principal 1529 Franklin Street Selma, AL 36701 (334) 874-1660</p>	<p>Saints Virtual Academy Mrs. Tamitha Rowden, Principal 501 Plant Street Selma, AL 36703 (334) 419-1299</p>
<p>Selma High School Mr. Stoney Pritchett, Principal 2180 Broad Street Selma, AL 36701 (334) 874-1680</p>	

CENTRAL OFFICE

Superintendent's Office

Dr. Zickeyous Byrd, Superintendent

Ms. Janet Bradley, Executive Secretary to the Superintendent

Ms. Aelia Adams, Director of the Child Nutrition Program

Ms. Concetta Burton, Director of Teacher and Leader Development

Mr. Earl Coleman, Jr., Director of Technology

Dr. Ozella D. Ford, Chief Academic Officer

Mrs. Grindal Harris, Chief School Financial Officer

Mr. Aubrey Larkin, Jr., Director of Human Resources

Mr. Joe Peterson, Director of Operations

Dr. William Powell, Director of Secondary Education

Ms. Cheryl Randolph, Coordinator of Early and Social Emotional

Mrs. Cicely Curtis, Director of Federal Programs and Strategic Planning

Ms. Dyphelia Thrash, Director of Elementary Education

Mrs. Courtney Utsey, Director of Special Education

Community Engagement Specialist

Phone: 334-874-1600 | Fax: 334-874-1604

<http://www.selmacityschools.org>